Lithuanian

for Missionaries

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Lithuanian, August 2018

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Contents

How to Use This Book vi

Grammar-Task Index viii

Basics

1 Alphabet and Pronunciation 1

2 Parts of Speech 4

3 Introduction to Cases 7

4 Declension Charts 9

Asking About and Expressing a State of Being 13

5 *Būti* ("To Be") 14

6 Nominative Case 17

7 Pronouns 21

8 *Savęs* 26

Review: State of Being 30

Asking About and Expressing Possession or Ownership 35

9 Genitive Case 36

Asking About and Expressing Actions and Events 43

10 Present Tense Verbs 44

11 Future Tense Verbs 52

12 Past Tense Verbs 56

13 Instrumental Case 62

14 Prefixes and Suffixes 69

Review: Actions and Events 76

Asking About and Expressing Desire, Need, Preference, Intention, or Purpose 81

15 Dative Case 82

16 Vocative Case 90

17 Commands 92

Review: Expressing Desire, Need, Preference, etc. 98

Asking and Answering Questions of Cause and Effect 101

18 Subjunctive Mood 102

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence 109

19 Asking Questions 110

Asking About and Describing Objects, People, and Their Characteristics 119

20 Adjectives 120

21 Adverbs 129

22 Comparative Adjectives 140

23 Superlative Adjectives 143

24 Prepositions 147
Review: Describing Objects and People 151
Asking and Answering Questions of Quality and Quantity 155
25 Numbers 156
Asking and Answering Questions of Time, Date, and Location 163
26 Telling Time 164
27 Time Expressions 171
28 Locative Case 175
29 Days, Months, and Years 180
Review: Time, Date, and Location 186
Narrating Experiences and Telling Stories 191
30 Accusative Case 192
31 *Kuris* 199
32 Special Adverbial Active Participle (SAAP) 205
33 Reflexive Verbs 209
34 Past Passive Participle 215
35 Past Active Participle 220
36 Present Passive Participle 224
37 Present Active Participle 228
38 Present Tense Gerund 233
39 Past Tense Gerund 238
Review: Narrating Experiences 243
Scenario Practice 247
Grammar Glossary 253
Answers 257
Index 307

How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language (*Preach My Gospel*, 127).

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are designed to help you create a language study plan as directed in chapter 7 of *Preach My Gospel*. You don't have to do all the activities, and you don't have to do them in any particular order. It is up to you to choose activities that will help you learn new vocabulary and grammar principles, practice your ability to listen, and improve your ability to read and write. These activities can be done in personal study, with your companion, or with native speakers.
- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations will prepare you to respond to members and investigators' questions or handle challenging situations.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it . . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself This as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can mastering this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- How am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think about the book and how it has impacted your language learning experience!

- How are you using this book to learn your mission language?
- What about this book is most helpful to you? Why?
- Do you have additional suggestions?
    - grammar principles
    - activities
    - corrections

Send a quick message with your mission language in the subject line to formissionaries@mtc.byu.edu.

Grammar-Task Index

The grammar-task index is intended to be a quick reference so you can focus your language study improving your ability to teach specific gospel principles or perform missionary tasks. Because the content in each of the lessons in *Preach My Gospel* is different, your need to understand specific grammar principles will vary based on the lesson you will be teaching. You can **use this list to help you determine which grammar principles to study based on the needs of your investigators and planned daily activities.**

The grammar principles are divided into two columns, basic and additional, so you can study grammar principles based on your understanding of the language.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	To Be, Nominative Case, Past Tense, Present Tense	Pronouns
The Gospel Blesses Families	Present Tense, Dative Case, Past Tense, Subjunctive	Present Passive Participle, Past Passive Participle, Present Active Participle
Heavenly Father Reveals His Gospel in Every Dispensation	Present Tense, Past Tense, Accusative Case, Past Active Participle	Time Expression, Kuris
The Savior's Earthly Ministry and Atonement	Past Tense, Accusative Case, Instrumental Case, Prepositions	Prefixes
The Great Apostasy	Past Tense, Prepositions, Past Tense Gerund, Past Passive Participle	Prefixes, Kuris, Reflexive Verbs
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Past Tense, Present Tense, Past Passive Participle, Accusative Case	Days, Months, Years
The Book of Mormon: Another Testament of Jesus Christ	SAAP, Kuris, Past Tense, To Be, Subjunctive, Past Passive Participle	Locative Case, Time Expression
Pray to Know the Truth through the Holy Ghost	Subjunctive, Dative Case, Present Tense, Adjectives, Future Tense	Past Active Participle, Present Active
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Asking Questions, Past Tense, Genitive Case, Subjunctive	Locative Case
The Creation	Accusative Case, Time Expression	Present Tense
Agency and the Fall of Adam and Eve	Past Tense, SAAP, Past Passive Participle	Past Active Participle, Genitive Case
Our Life on Earth	Present Tense, Locative Case, Subjunctive	Present Active Participle
The Atonement	Prepositions, Past Tense, Present Tense, Future Tense, SAAP	Reflexive Verbs, Subjunctive, Dative Case, Past Passive Participle
The Spirit World	Future Tense, Locative Case, Kuris	Genitive Case

The Resurrection, Judgment, and Immortality	Reflexive Verbs, Future Tense, Present Passive Participle	Accusative Case, Savęs
Kingdoms of Glory	Comparative Adjectives, Subjunctive, Kuris, Future Tense	Superlative Adjectives, Past Active Participle, Past Tense
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Prepositions, Accusative Case, Present Tense	Future Tense
Faith in Jesus Christ	Accusative Case, Instrumental Case, Present Tense	Prepositions, SAAP
Repentance	Accusative Case, SAAP, Reflexive Verbs	Prepostions, Future Tense
Baptism, Our First Covenant	Asking Questions, Future Tense, Present Active Participle	Reflexive Verbs, Instrumental Case, Prepositions
The Gift of the Holy Ghost	Prepositions, Adjectives, Dative Case	Adverbs
Endure to the End	Future Tense, SAAP, Reflexive Verbs	Prepositions, Adverbs
Lesson 4		
Obedience	Future Tense, Dative Case, Asking Questions	Commands
Pray Often	Time Expression, Reflexive Verbs, Dative Case, Present Tense	Future Tense, Adjectives
Study the Scriptures	Time Expression, SAAP, Subjunctive	Accusative Case
Keep the Sabbath Day Holy	Reflexive Verbs, Prefixes, Prepositions, Time Expression	Accusative Case, Instrumental Case, Present Tense, SAAP
Baptism and Confirmation	Vocative Case, Future Tense, Present Tense, Instrumental	Nominative Case
Follow the Prophet	Past Passive Participle, Genitive Case, Present Tense	Adverbs, Future Tense, Instrumental
Keep the Ten Commandments	Numbers, Reflexive Verbs, Commands	Kuris, Genitive Case
Live the Law of Chastity	Prepositions, Reflexive Verbs, Instrumental Case, Asking Questions	Accusative Case, Genitive Case, Present Active Participle, Past Passive Participle
Obey the Word of Wisdom	Asking Questions, Genitive Case, Commands, Adverbs	Present Active Participle
Keep the Law of Tithing	Numbers, Future Tense, Asking Questions	Accusative Case, Present Passive Participle
Observe the Law of the Fast	Days, Months, Years; Genitive Case; Present Tense; SAAP	Comparative Adjectives
How to Donate Tithes and Offerings	Time Expression, Locative Case, Prepositions, Instrumental Case	Present Passive Participle
Obey and Honor the Law	Dative Case, Instrumental Case, Locative Case	Present Tense

Lesson 5		
Priesthood and Auxiliaries	Days, Months, Years; Past Tense; Present Tense; Time Expression	Present Active Participle, Genitive Case, Dative Case
Missionary Work	Dative Case, Present Tense, SAAP	Subjunctive Case, Instrumental Case
Eternal Marriage	Future Tense, Locative Case, Past Passive Participle	Adjectives, Time Expression, Prepositions
Temples and Family History	Kuris, Past Tense, Future Tense, Locative Case	Past Active Participle; Days, Months, Years
Service	Dative Case, SAAP, Locative Case, Present Tense	Instrumental Case
Teaching and Learning in the Church	Locative Case, Genitive Case, Accusative Case	Past Passive Participle
Endure to the End	Future Tense, SAAP, Prepositions	Gentive Case
Missionary Tasks		
Ask Questions	Asking Questions, Present Tense, Accusative Case	Adjectives, Adverbs
Conduct a Meeting	Present Tense, Future Tense, Accusative Case, Prepositions	Past Active Participle, Nominative Case
Explain Priesthood Ordinances	Time Expression, Locative Case, Present Active Participle	Prepositions, Asking Questions, Adverbs
Extend Commitment Invitations	Asking Questions, Future Tense, Subjunctive, Commands	Time Expression
Follow Up on Commitments	Past Tense, Asking Questions, Commands, Dative Case	Adverbs, Subjunctive, Pronouns
Get to Know Someone	Asking Questions, Locative Case, Pronouns, Prepositions, “To Be”	Numbers, Adjectives, Time Expression
Give Directions	Prepositions, Future Tense, Commands	Time Expression, Locative Case
Help People Resolve Their Concerns	Asking Questions, Dative Case, Future Tense	
Make a Telephone Call	Vocative Case, Asking Questions, Time Expression	Prepositions, “To Be”
Make Appointments	Telling Time; Time Expression; Asking Questions; Days, Months, Years	Numbers, Locative Case
Make Purchases	Numbers, Asking Questions, Adjectives	Instrumental Case
Meet Someone	Vocative Case, “To Be,” Asking Questions	Pronouns, Past Active Participle
Obtain Referrals	Asking Questions, Dative Case	Nominative, Kuris
Offer a Prayer	Vocative Case, Present Tense, Genitive Case, Prepositions	Commands, Instrumental Case
Perform Priesthood Ordinances	Vocative Case, Present Tense, Accusative Case, Future Tense	Instrumental Case
Plan Daily and Weekly Activities	Time Expression, Telling Time, Future Tense	Instrumental Case

Share an Experience	Past Tense, Time Expression, Kuris, Prepositions	Past Active Participle, Adjectives
Talk with Everyone	Past Active Participle, Present Active Participle, “To Be,” Dative Case	Vocative Case, Subjunctive
Teach Others How to Pray	Commands, Prepositions, Reflexive Verbs, SAAP	Instrumental Case
Testify	Present Tense, Subjunctive, Future Tense, “To Be”	Instrumental Case, Adjectives
Use the Scriptures	Numbers, Locative Case, Commands, Future	Subjunctive, Prepositions, Asking Questions

Alphabet and Pronunciation

Explanation

The Lithuanian language has 32 letters in the alphabet and is mostly phonetic. A sample word for each letter is provided. The bolded letter in the English word is the approximate sound of each letter. Here are all of the Lithuanian letters:

Letter	Sounds Like . . .	Lithuanian Examples	Letter	Sounds Like . . .	Lithuanian Examples
A a	f**a**ther	**a**š, k**a**d**a**	**K k**	**c**ool, **k**ey	**k**unigystė
Ą ą	f**a**ther (longer "a")	**ą**žuolas	**L l**	be**l**t, p**l**ease (very soft and behind the teeth)	**l**iudijimas
B b	**b**aby	**b**erniukas	**M m**	**m**other, **m**eet	**M**esijas
C c	an**ts**, be**ts**	**c**iklas	**N n**	**n**ose, **n**eat	die**n**a
Č č	**ch**ild, **ch**urch	**č**ia	**O o**	d**oo**r, b**o**at (no offglide)	d**o**ktrina, j**o**
D d	in**d**ee**d**	**d**i**d**elis	**P p**	s**p**ort	**p**er
E e	m**a**ss	n**e**, p**e**r	**R r**	flipped (similar to Spanish but shorter)	ge**r**as
Ę ę	b**a**d (longer "e")	t**ę**sti	**S s**	**s**pirit, **s**on	**s**odas
Ė ė	m**e**n, **ye**ah (no offglide)	egl**ė**, išė**j**imas, kod**ė**l	**Š š**	**sh**arp, **sh**eep	i**š**, krik**š**tas
F f	**f**un, **f**it	**f**razė	**T t**	**t**emple, **t**ime	švен**t**ykla
G g	**g**oose, **g**uilty	**g**alimybė	**U u**	p**u**t	Jėz**u**s Krist**u**s
H h	**h**obby	**h**obis	**Ų ų**	sch**oo**l, p**oo**l (longer "u")	J**ų**
I i	char**i**ty	**i**mt**i**	**Ū ū**	sch**oo**l, p**oo**l (longer "u")	įdom**ū**s
Į į	d**ee**d	**į**kvėpimas	**V v**	**v**oice, **v**ery	**v**ado**v**as
Y y	d**ee**d (longer "i")	**y**patinga	**Z z**	**z**oo, **z**eal	**z**ona
J j	**y**es, **y**ellow	**J**onas	**Ž ž**	mea**s**ure, trea**s**ure	ba**ž**nyčia

*Note: The Lithuanian alphabet is phonetic. Each letter's name is simply the sound it makes.

Consonant Combinations

In Lithuanian, when two different consonants are together they combine into one sound. Here are the Lithuanian consonant combinations:

Consonant combinations	Sounds like . . .	Lithuanian examples
ch	German "a**ch**t," "ba**ch**"	Mel**ch**izedekas
dž	**J**oseph, **j**oke	**Dž**ozefas

Diphthongs

Diphthongs are sounds formed by the combination of two vowels in a single syllable. The sound begins as one vowel and slides into another. Many dipthongs have two distinct pronuncations depending on where the accent falls. Here are the Lithuanian diphthongs:

Diphthongs	Sounds Like . . .	Lithuanian Examples
ái	**ai**sle, b**i**te	l**ai**mingas, k**ai**mas
aĩ	w**ay**	ger**ai**, v**ai**kas
aũ	t**oe** (shorter "a" and longer "u"); similar to Canadian pronunciation of **ou**t	d**au**g, praš**au**
áu	c**ow**, **ou**t, l**ou**d (longer "a" and shorter "u" offglide)	dr**au**gas, l**au**kti
eĩ	w**ei**ght, w**ay** (shorter "e" and longer "i")	**ei**ti, k**ei**sti
éi	f**a**te (longer "e" before "i" offglide)	apr**ei**kšti, m**ei**lė
ie	**ye**ah	D**ie**vas, j**ie**
uĩ	French "yes": **oui**	Diev**ui**
ùi	L**ouie**, ph**ooey**	**ui**tena
uo	**oo** then **ah** in rapid succession	**uo**la, vand**uo**

Pronunciation and Accentation

After learning the alphabet and basic word structure, it is also important to learn how to correctly pronounce words so you can be more effective and coherent in your speech. Here we will briefly describe the different accentation marks and explain what they mean and how to use them.

There are three accentation marks in the Lithuanian language. You will see them throughout the book above Lithuanian text. You do not need to memorize all of the signs; rather, develop a feel for how words are pronounced in Lithuanian. Reading the Lithuanian text in this book and talking with native speakers will help. Here are the accentation marks:

Accentation Mark	Explanation	Examples
`	Left accentation mark (grave). It marks that the letter will have a shorter sound.	rankà, žiemà, galvà, šìltas, vìlna
´	Right accentation mark (acute). It marks that the letter will have a longer sound.	žíedas, rýtas, lángas, síena, jáunas
~	Wavy/tilde accentation mark (circumflex). It is the same as the right accentation mark but is always put at the end of a syllable.	draũgas, lokỹs, kaĩp, gyvẽnimas, tãĩp

Activities

A. Read *Preach My Gospel*

Read chapter 1 in *Skélbtı màno evangelıją̃* and focus on diphthongs and consonant combinations.

B. Read the Book of Mormon

Read 2 Nephi 31 out loud with your companion. Listen to each other's pronounciation and correct each other's mistakes.

C. Tongue Twisters

Gerì výrai gerõj gìrioj gẽrą gìrą geraĩ gérė, geríems výrams gerõj gìrioj gẽrą gìrą gerà gért.

Good men in a good grove drank a good rye-bread drink well. It is good for good men in a good grove to drink a good rye-bread drink.

Šẽšios žą̃sys sù šešiaĩs žąsýčiais (6k)

Six geese with six goslings (x6)

Pakópa põ pakópos, pakópa põ pakópos, pakópa põ pakópos, mẽs kõpiame aukštỹn.

Step by step, step by step, step by step, we climb higher.

D. The Longest Lithuanian Word

Ne-be-pri-si-kiš-kia-ko-pūs-te-liau-da-vu-siuo-se

In those that were repeatedly unable to pick enough of small wood-sorrels.

E. Different Variations of "Eenie, Meenie, Mynie, Moe"

1. Skrìdo óro lėktuvẽlis.	*A plane flew.*
Jám sugẽdo motorẽlis.	*The engine failed.*
Kíek reikẽs vinių̃?	*How many nails will be needed?*
Pasakýsi tù!	*You, my friend, will say!*
2. Màno bãtai bùvo dù.	*I had two shoes.*
Víenas diñgo nerandù.	*One disappeared and I can't find it.*
Àš sù víenu batukù	*With only one shoe, I*
niẽkur eĩti negaliù.	*cannot go anywhere.*
Dvì rankýtės íešk̃o bãtų.	*Two hands search for shoes.*
Dvì akýtės juõs pamãto.	*Two eyes see them.*
Užsidėsiu batukùs	*I will put on the shoes*
ĩr keliáusiu pàs vaikùs.	*and go visit the children.*

Parts of Speech

Examples

Àš esù Diẽvo vaĩkas.	I am a child of God.
Jézus Krìstus vadováuja šiái bažnýčiai.	Jesus Christ leads this Church.
Šventóji Dvasià gúodžia manè.	The Holy Ghost comforts me.

Explanation

In Lithuanian, just like in English, sentences have different parts of speech. Different words play specific roles in creating sentences. Nouns, pronouns, verbs, etc. are all different parts of speech. There are also some grammar terms that we will use in this book, so we will give an explanation of them here.

Examples

Pronoun	Verb	Adverb	Adjective	Noun/ D. Object	Noun/I. Object	Preposition	Noun
Jìs *He*	sùkalba *says*	tỹliai *silently*	nuošĩrdžią *sincere*	mãldą *prayer*	Diẽvui *to God*	priẽ by	lóvos. *bed.*

Parts of Speech

Nouns

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence. Every noun in Lithuanian has a grammatical gender, masculine or feminine. Also, in English, each noun is preceded by an article (“the,” “a,” “an”). However, in Lithuanian, there are no articles, so you don’t need to worry about them.

Examples

maldà *prayer*	knygà *book*	vaĩkas *child*

Pronouns

Pronouns are words that replace nouns. For example: “they” instead of “the people,” or “he” instead of “the man.”

Subject Pronouns	
àš *I*	mẽs *we*
tù *you*	jũs *you*
jìs, jì *he, she*	jiẽ, jõs *they*

Verbs

Verbs are action words. For example, a person “prays,” “loves,” and “blesses.” These are things the subject (doer of the verb) does.

Examples

mel̃stis *to pray*	eĩti *to go*	skaitýti *to read*

Adjectives

Adjectives describe nouns.

Nuolankùs výras kal̃ba. *The **humble** man is talking.*	***nuolankùs*** describes the man.
Krìkštas yrà labaĩ **svarbùs**. *Baptism is very **important**.*	***svarbùs*** describes baptism.
Evangèlija yrà **tikrà**. *The gospel is **true.***	***tikrà*** describes the gospel.

Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs.

Jìs **tỹliai** skaĩto. *He is reading **quietly.***	***tỹliai*** describes how he reads.
Jì **labaĩ pagarbiaĩ** mel̃džiasi. *She prays **very reverently**.*	***labaĩ*** describes the adverb ***pagarbiaĩ*** and describes how she prays. Both are adverbs.
Jìs yrà **labaĩ áukštas.** *He is **very** tall.*	***labaĩ*** describes the adjective ***áukštas***.

Prepositions

Prepositions tell us more about **how, when,** or **where** something is taking place. These words always precede a noun or pronoun. When you combine a preposition with a noun or pronoun, it forms a prepositional phrase. For example, "**through** the Spirit" is a prepositional phrase; "through" is the preposition and "the Spirit" is the noun.

Àš mókausi evangèlijos **peř** Šveñtąją Dvãsią. *I learn the gospel **through** the Holy Ghost.*	***peř*** shows how learning is taking place and ***Dvãsią*** is the noun that correlates with it (***Šveñtąją*** is an adjective).
Mẽs mel̃džiamės **sù** besidominčiúoju. *We pray **with** the investigator.*	***sù*** is the preposition and ***besidominčiúoju*** is the noun it is modifying.

Grammar Terms

Conjugation

Verbs conjugate. The verb changes according to the subject performing the verb.

àš skait**aũ** *I read*	jìs skaĩt**o** *he reads*	mẽs skaĩt**ome** *we read*

Declension

Nouns and adjectives decline. The noun or adjective changes depending on the part of speech.

Diẽvas mýli **manè**.
*God loves **me**.*

Diẽvas mýli **mùs.**
*God loves **us**.*

Infinitive Verbs

The unconjugated form of the verb. In English, the infinitive of a verb always includes the word "to."

skaitýti *to read*	válgyti *to eat*	mel̃stis *to pray*

Subject

The subject of a sentence is the person, place, thing, or idea (**the noun**) that performs an action (the verb).

Jézus Krìstus žmonéms skélbė evangèliją. ***Jesus Christ*** *preached the gospel to the people.*	***Jézus Krìstus*** is the subject because He is performing the action of preaching the gospel.
Misioniẽriai mókosi kitõs kalbõs. ***Missionaries*** *learn another language.*	***Misioniẽriai*** is the subject because they are the ones that are learning another language.

Direct Object

A direct object is the person, place, thing, or idea which the verb is directly affecting.

Jézus Krìstus skélbė **evangèlią** žmonéms. *Jesus Christ preached* ***the gospel*** *to the people.*	***evangèlią*** is the direct object because it is being *preached* by Jesus Christ.
Džòzefas Smìtas mãtė **Diẽvą** ĩr **Jézų Krìstų** regėjime. *Joseph Smith saw* ***God*** *and* ***Jesus Christ*** *in a vision.*	***Dievą*** and ***Jėzų Kristų*** are the direct objects because Joseph Smith *saw* them.

Indirect Object

An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

Mẽs dãvėme Mormòno Knỹgą **výrui** párke. *We gave a Book of Mormon* ***to a man*** *in the park.*	***výrui*** is the indirect object because it is the Book of Mormon which is being given *to* the man.
Mẽs mókėme pìrmąją pãmoką **šeĩmai**! *We taught the first lesson* ***to a family****!*	***šeĩmai*** is the indirect object because the lesson is being taught *to* a family.

Introduction to Cases

Explanation

Lithuanian is a case language. A "case" is a word referring to the association of any particular thing to another thing. Depending on the case, the endings of **nouns, adjectives,** or **pronouns** change to show how they are related (or associated) to each other. Improper use of cases is one of the most common mistakes made by missionaries who are learning Lithuanian. Cases are vital for effective and coherent speech.

Notice

Read through these words and notice the differences.

Diẽvas	Diẽvui	Dievù
Diẽvo	Diẽvą	Dievè

Note: You probably noticed that all these words have different endings. All of these words mean "God." Read through the chapter and you will learn why they differ from one another.

Lithuanian Cases

Let's look at the seven Lithuanian cases with their corresponding question words that help to identify which case is used. We will use the nouns ***mẽdis*** ("tree") and ***šviesà*** ("light") to show you how the endings of these words change according to each case and how their endings are different. We will explain each individual case in depth later in the book.

Case	Lithuanian Question Word	English Alternative	Example
Nominative	Kàs?	Who? What?	mẽdis, šviesà
Genitive	Kõ? Kienõ?	Whose? Of what?	mẽdžio, šviesõs
Dative	Kám?	To/for whom?	mẽdžiui, šviẽsai
Accusative	Ką̃?	Whom? What?	mẽdį, šviẽsą
Instrumental	Kuõ?	With whom? With what? By the means of what?	medžiù, šviesà
Locative	Kuř? Kamè?	Where? In what?	mẽdyje, šviesojè
Vocative	-	Used for addressing, calling	Mẽdi! Šviesà!

Overview of Seven Lithuanian Cases

In Lithuanian, word endings change according to their role in a sentence. For example, observe how the noun Diẽvas ("God") changes in the following table:

Examples	
Diẽvas mýli manè. ***God** loves me.*	"God" is the subject (nominative case).
Jézus Krìstus yrà **Diẽvo** Sūnùs. *Jesus Christ is the Son **of God**.*	"God" has possession (genitive case) of the word "Son."
Àš dėkóju **Diẽvui**. *I give thanks **to God.***	"God" is the indirect object (dative case) receiving "thanks" (which is the direct object of the verb "give").
Àš mýliu **Diẽvą**. *I love **God**.*	"God" is the direct object (accusative case) of the verb "love."

Mẽs bùvome sukurtì **Dievù**. *We were created by **God**.*	"God" is the means by which an action took place (instrumental case).
Dievè mẽs rañdame ramýbę. ***In God** we find peace.*	"God" is a location, in which we find peace (locative case).
Diẽve, ką̃ àš dabař turiù darýti? ***God**, what do I need to do now?*	"God" is a subject being addressed, called to (vocative case).

Note: You probably noticed that some endings stay the same. Even though they look the same, they are pronounced differently.

Changing Words into Different Cases

You will need to know which ending to use and how to decline the word into the correct case. In the following chapters you will see tables that will help you to choose the correct endings. You will also learn when and how to use each of these cases. Below are a few examples of declined nouns, adjectives, and pronouns. You can find all the declension charts on page 20.

	Find the **nominative** word form.	Drop the ending of the word.Then look at the declension table and **replace** the ending with the case you are looking for.	Declined Words
Nouns	nãmas *house*	nãma~~s~~ + **o**	nãmo *(genitive case)*
	šalìs *country*	šalì~~s~~ + **imi**	šalimì *(instrumental case)*
	arklỹs *horse*	arklỹ~~s~~ + **iui**	árkliui *(dative case)*
	katẽ *cat*	katẽ + **e**	kãtę *(accusative case)*
	dangùs *sky*	dangù~~s~~ + **uje**	dangujè *(locative case)*
Adjectives	mélynas *blue*	mélyna~~s~~ + **ą**	mėlyną *(accusative case)*
	aukštà *tall (f.)*	aukštà + **os**	aukštos *(genitive case)*
	ìlgos *long (f. pl.)*	ìlgo~~s~~ + **omis**	ilgomis *(instrumental case)*
Pronouns	mẽs *we*	~~mẽs~~ + **műsų**	műsų *(genitive case)*
	tù *you (informal)*	~~tù~~ + **táu**	táu *(dative case)*
	jiẽ *they (m. pl.)*	~~jiẽ~~ + **juõs**	juõs *(accusative case)*

Note: When declining words, it is also important to know what gender the word is.

Declension Charts

Noun Endings

Singular		**1st**		**2nd**			**4th**	**3rd**	**5th**	**3rd**
		M.	**M.**	**F.**	**F.**	**F.**	**M.**	**M./F.**	**M.**	**F.**
Nom	Kas	-as	-is, -ys	-a	-i	-ė	-us	-is	-uo	-uo/-ė
Gen	Ko	-o	-io	-os	-ios	-ės	-aus	-ies	-ens	-ers
Dat	Kam	-ui	-iui	-ai	-iai	-ei	-ui	-iui,-iai	-eniui	-eriai
Acc	Ką	-ą	-į	-ą	-ią	-ę	-ų	-į	-enį	-erį
Instr	Kuo	-u	-iu	-a	-ia	-e	-umi	-imi	-eniu	-erimi
Loc	Kame	-e	-yje	-oje	-ioje	-ėje	-uje	-yje	-enyje	-eryje
Voc	-	-e*****	-i/y	-a	-i	-e	-au	-ie	-enie	-erie
Plural		**1st**		**2nd**			**4th**	**3rd**	**5th**	**3rd**
		M.	**M.**	**F.**	**F.**	**F.**	**M.**	**M./F.**	**M.**	**F.**
Nom	Kas	-ai	-iai	-os	-ios	-ės	-ūs	-ys	-enys	-erys
Gen	Ko	-ų	-ių	-ų	-ių	-ių	-ų	-ų/-ių	-enų	-erų
Dat	Kam	-ams	-iams	-oms	-ioms	-ėms	-ums	-ims	-enims	-erims
Acc	Ką	-us	-ius	-as	-ias	-es	-us	-is	-enis	-eris
Instr	Kuo	-ais	-iais	-omis	-iomis	-ėmis	-umis	-imis	-enimis	-erimis
Loc	Kame	-uose	-iuose	-ose	-iose	-ėse	-uose	-yse	-enyse	-eryse
Voc	-	-ai	-iai	-os	-ios	-ės	-ūs	-ys	-enys	-erys

***Note:** Names that end in “as” will change to “ai” instead of “e.”

Adjective Endings

Singular	**M.**	**F.**	**M.**	**F.**	**M.**	**F.**
Nom	-as	-a	-us	-i	-is	-ė
Gen	-o	-os	-aus	-ios	-io	-ės
Dat	-am	-ai	-iam	-iai	-iam	-ei
Acc	-ą	-ą	-ų	-ią	-į	-ę
Instr	-u	-a	-iu	-ia	-iu	-e
Loc	-ame	-oje	iame	-ioje	-iame	-ėje
Plural						
Nom	-i	-os	-ūs	-ios	-iai	-ės
Gen	-ų	-ų	-ių	-ių	-ių	-ių
Dat	-iems	-oms	-iems	-ioms	-iams	-ėms
Acc	-us	-as	-ius	-ias	-ius	-es
Instr	-ais	-omis	-iais	-iomis	-iais	-ėmis
Loc	-uose	-ose	-iuose	-iose	-iuose	-ėse

Comparative Adjective Endings

	Masculine		Feminine	
	Sg.	**Pl.**	**Sg.**	**Pl.**
Nom	-esnis	-esni	-esnė	-esnės
Gen	-esnio	-esnių	-esnės	-esnių
Dat	-esniam	-esniems	-esnei	-esnėms
Acc	-esnį	-esnius	-esnę	-esnes
Inst	-esniu	-esniais	-esne	-esnėmis
Loc	-esniame	-esniuose	-esnėje	-esnėse

Definitive Adjective Endings

Singular	**M.**	**F.**	**M.**	**F.**	**M.**	**F.**
Nom	-asis	-oji	-usis	-ioji	-ysis	-ioji
Gen	-ojo	-osios	-iojo	-iosios	-iojo	-iosios
Dat	-ajam	-ajai	-iajam	-iajai	-iajam	-iajai
Acc	-ąjį	-ają	-ųjį	-iąją	-įjį	-iąją
Instr	-uoju	-ąja	-iuoju	-iąja	-iuoju	-iąja
Loc	-ajame	-ojoje	-iajame	-iojoje	-iajame	-iojoje
Plural						
Nom	-ieji	-osios	-ieji	-iosios	-ieji	-iosios
Gen	-ųjų	-ųjų	-iųjų	-iųjų	-ųjų	-iųjų
Dat	-iesiems	-osioms	-iesiems	-iosioms	-iesiems	-iosioms
Acc	-uosius	-ąsias	-iuosius	-iąsias	-iuosius	-iąsias
Instr	-aisais	-osiomis	-iaisais	-iosiomis	-iaisais	-iosiomis
Loc	-uosiuose	-osiose	-iuosiuose	-iosiose	-iuosiuose	-iosiose

Personal Pronouns

	1st Person		**2nd Person**		**3rd Person**				**Reflexive**
	Sg.	**Pl.**	**Sg.**	**Pl.**	**M. Sg.**	**M. Pl.**	**F. Sg.**	**F. Pl.**	**Sg./Pl.**
Nom	àš	mẽs	tù	jũs	jìs	jiẽ	jì	jõs	sãvas
Gen	manęs̃/ mãno	mū́sų	tavęs̃/ tàvo	jū́sų	jõ	jų̃	jõs	jų̃	sàvo/ savęs̃
Dat	mán	mùms	táu	jùms	jám	jíems	jái	jóms	sáu
Acc	manè	mùs	tavè	jùs	jį̃	juõs	ją̃	jàs	savè
Instr	manimì	mumìs	tavimì	jumìs	juõ	jaĩs	jà	jomìs	savimì
Loc	manyjè	mumysè	tavyjè	jumysè	jamè	juosè	jojè	josè	savyjè

Interrogative and Demonstrative Pronouns

	Who/ What	No One/ Nothing	Everything	Someone/ Something	Someone/ Something	Someone/ Something	Anyone/ Anything
Nom	kas	niekas	viskas	kažkas	kas nors	kai kas	bet kas
Gen	ko	nieko	visko	kažko	ko nors	kai ko	bet ko
Dat	kam	niekam	viskam	kažkam	kam nors	kai kam	bet kam
Acc	ką	nieką	viską	kažką	ką nors	kai ką	bet ką
Instr	kuo	niekuo	viskuo	kažkuo	kuo nors	kai kuo	bet kuo
Loc	kame	niekame	viskame	kažkame	kame nors	kai kame	bet kame

Tas/Šis/Šitas

	Tas—"That"				Šis—"This"				Šitas—"This One" (Emphatic)			
	M. Sg.	**M. Pl.**	**F. Sg.**	**F. Pl**	**M. Sg.**	**M. Pl.**	**F. Sg.**	**F. Pl.**	**M. Sg.**	**M. Pl.**	**F. Sg.**	**F. Pl.**
Nom	tas	tie	ta	tos	šis	šie	ši	šios	šitas	šitie	šita	šitos
Gen	to	tų	tos	tų	šio	šių	šios	šių	šito	šitų	šitos	šitų
Dat	tam	tiems	tai	toms	šiam	šiems	šiai	šioms	šitam	šitiems	šitai	šitoms
Acc	tą	tuos	tą	tas	šį	šiuos	šią	šias	šitą	šituos	šitą	šitas
Instr	tuo	tais	ta	tomis	šiuo	šiais	šia	šiomis	šituo	šitais	šita	šitomis
Loc	tame	tuose	toje	tose	šiame	šiuose	šioje	šiose	šitame	šituose	šitoje	šitose

Pats

	M. Sg.	M. Pl.	F. Sg.	F. Pl
Nom	pats	patys	pati	pačios
Gen	paties	pačių	pačios	pačių
Dat	pačiam	patiems	pačiai	pačioms
Acc	patį	pačius	pačią	pačias
Instr	pačiu	pačiais	pačia	pačiomis
Loc	pačiame	pačiuose	pačioje	pačiose

Kuris/Koks

	Kuris—"Which One"				Koks—"What Kind"			
	M. Sg.	**M. Pl.**	**F. Sg.**	**F. Pl.**	**M. Sg.**	**M. Pl.**	**F. Sg.**	**F. Pl**
Nom	kuris	kurie	kuri	kurios	koks	kokie	kokia	kokios
Gen	kurio	kurių	kurios	kurių	kokio	kokių	kokios	kokių
Dat	kuriam	kuriems	kuriai	kurioms	kokiam	kokiems	kokiai	kokioms
Acc	kurį	kuriuos	kurią	kurias	kokį	kokiuos	kokią	kokias
Instr	kuriuo	kuriais	kuria	kuriomis	kokiu	kokiais	kokia	kokiomis
Loc	kuriame	kuriuose	kurioje	kuriose	kokiame	kokiuose	kokioje	kokiose

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- We **are** all God's children. ("To Be")
- We are **missionaries** from The Church of Jesus Christ of Latter-day Saints. ("Nominative Case")
- Can **we** talk with **you** about Jesus Christ? ("Pronouns")
- To sincerely repent, we need to recognize **our** sins. ("*Savęs*")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? What is missing during an apostasy?)
- The Atonement (What is the Atonement? For whose sins did Christ suffer?
- Pre-Earth Life: God's Purpose and Plan for Us (What is God's purpose? What is our purpose?)
- Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- Faith in Jesus Christ (What is faith? Who do we believe Christ is?)
- Follow the Prophet (What is a prophet? How do we follow the prophet?)
- Chastity (What is chastity?)
- Endure to the End (What does it mean to endure to the end? How can we endure to the end?)
- Agency (What is agency? How are we affected by the Fall of Adam and Eve?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Meet Someone (Who are they? Who am I? Where do I come from?)
- Testify (What is truth? What do I believe?)

Būti (“To Be”)

Examples

Raselas M. Nelsonas **yrà** Diẽvo gývas prãnašas.	Russell M. Nelson **is** God’s living prophet.
Mẽs **ẽsame** misioniẽriai ìš Jézaus Krìstaus bažnýčios.	We **are** missionaries from the Church of Jesus Christ.
Jũs visì **ẽsate** Diẽvo vaikaĩ	You **are** all children of God.

Explanation

Bũti is the equivalent of **“to be”** in English.

- It has a stem change in many of its conjugations.
- Its third-person conjugation can be used to express “there is” or “there are.”
- It can be used to express becoming something.

Conjugation

Bűti conjugates differently than other verbs. There is no pattern to follow. Below are charts showing the past-, present-, and future-tense conjugations of ***būti***.

Past Tense	
àš buvaũ	mẽs bùvome
tù buvaĩ	jūs bùvote
jìs/jì/jiẽ/jõs bùvo	

Present Tense	
àš esũ	mẽs ẽsame
tù esì	Jūs ẽsate
jìs/jì/jiẽ/jõs yra	

Future Tense	
àš bűsiu	mẽs bűsime
tù bűsi	jūs bűsite
jìs/jì/jiẽ/jõs bùs	

There Is/Are

Use the word ***yrà*** to say “there is” or “there are.” It does not change and it can come before or after its noun.

Examples	Questions	**Yrà** pasirinkìmas?/ Pasirinkìmas **yrà**? There is a choice?
		Yrà klausimų̃?/ Klausimų̃ **yrà**? *Are there (any) questions?*
	Statements	**Yrà** atsãkymas./ Atsãkymas yr**à**. *There is an answer.*
		Yrà klausimų̃**.**/ Klausimų̃ **yrà.** *There are questions.*

Activities

A. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jìs yrà ***prãnašu.**
   *He is a **prophet**.*
2. Mẽs ***yrà** misioniẽriai.
   *We **are** missionaries.*
3. Jiẽ ***bũsi** bažnýčios nariaĩ.
   *They **will be** Church members.*
4. Àš esù ***výrui.**
   *I am a **man**.*
5. Jũs bùvote ***draugų̃.**
   *You were **friends**.*
6. Tù ***bùs** mókytojas.
   *You **will be** a teacher.*

B. Error correction

Correct the errors in the partial phrases below. Keep the same tense. Check your answers.

1. Àš bùvo
2. Jìs buvaĩ
3. Jũs yrà
4. Jì esì
5. Jiẽ buvóte
6. Tù esù
7. Mẽs bũsite
8. Jõs bũsime

C. Fill In the Blank

Fill in the blank with the correct conjugation of the verb ***búti***. Read the sentences out loud in Lithuanian, then try translating them. Check your answers.

1. Àš _____ ìš didelẽs šeimõs.
   (am)
2. Mẽs _____ bažnýčios nariaĩ.
   (are)
3. Tù _____ mãno draũgas.
   (are)
4. Jiẽ _____ ìš Kaũno.
   (are)
5. Jũs _____ Lietùviai.
   (are)
6. Jõs _____ misioniẽrės.
   (are)
7. Tù _____studeñtas.
   (are)
8. Jì _____mótina.
   (is)
9. Jũs _____ vairúotojas.
   (are)
10. Jìs _____ profèsorius.
    (is)

D. Scripture Activity

Read the scriptures and answer the following questions. Check your answers.

1. 1 Nèfio 2:20
2. 1 Nèfio 21:3
3. Álmos 5:38

1. In 1 Nèfio 2:20, the conjugation *bûsi* belongs with which subject pronoun?
2. Which tenses of the verb *bûti* are used in 1 Nèfio 21:3?
3. In Álmos 5:38, what is the negated form of *ẽsate*?

E. Make a Chart

On a separate sheet of paper, create a table with three columns labeled "You," "Your Companion," and "Your Investigator," as shown in the table below. Fill out each column with at least one sentence using the past, present, and future conjugations of *bûti*.

Examples

You: *Sesuo Beits* **Example:** 1. Aš esu mergina. 2. Aš buvau studentė. 3. Aš busiu pradinūkų mokytoja.	**Your Companion:** *Sesuo Treho* **Example:** Ji yra_____. Ji buvo_____. Ji bus_____.	**Your Investigator:** *Gytis* **Example:** Jis yra_____. Jis buvo_____. Jis bus_____.

F. Translation

Translate the following sentences using the correct conjugation of *bûti*. Check your answers.

***Hint:** Each sentence also uses the locative case.

1. I was at the store.
2. We were in line.
3. You *(plural)* were on the bus.
4. He will be at school tomorrow.
5. I am at work
6. She is in the country.
7. You *(sing. informal)* were in the city.
8. They *(m.)* are at home.
9. We will be at the church.
10. You *(sing. informal)* are on the street.

Nominative Case

Examples

Mẽs visì ẽsame Diẽvo **vaikaĩ.**	**We** are all God's **children**.
Jũs sužìnosite evangèliją peř studijãvimą, tikėjimą iř Šventósios Dvãsios gãlią.	**You** will learn the gospel by study, faith, and the power of the Holy Ghost.
Kóks yrà mũsų **tìkslas?**	**What** is our **purpose?**

Explanation

The subject of the sentence is placed in the nominative case. This is the basic, beginning case, so most words in the dictionary are in this case. Every noun in Lithuanian has a grammatical gender.

Noun Endings

This table shows both singular and plural endings of the nominative case.

	Masculine				Feminine			Masculine or Feminine		
Nominative Singular	-as	-is**	-ys	-us	-a	-ė	-i	-is** (m or f)	-uo (m)	-uo (f)
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys	-erys

***Note:** Remember the spelling rule—"t" or "d" cannot be followed by "i + a, u, o." If so, "t" becomes "č" and "d" becomes "dž."

****Note:** There are two different ways to decline words that end in -is. There is no pattern to know how the words that end in -is decline. You will simply need to remember which words decline which way. The same can be said about words the end in -uo.

Personal Pronouns

This table shows nominative case pronouns.

Nominative	
àš *I*	mẽs *we*
tù *you**	jũs *you**
jìs, jì *he, she*	jiẽ, jõs *they*

***Note:** In Lithuanian, there is an informal form of you *(tu)* and a formal form *(jūs)*. *Jūs* is also used when referring to a group of people.

Every Noun in Lithuanian Has a Gender

Every noun in Lithuanian has a grammatical gender. Nouns can be either masculine or feminine. Sometimes the gender of a word is obvious because it has a biological gender: son, brother, father, daughter, sister, mom, etc. Other nouns, however, like "table" and "chair," also have a gender. Most of the time, you can know the grammatical gender, which is separate from biological gender, of a noun by its ending.

Masculine	Feminine
žõdis *word*	vietà *place*
dárbas *work*	mokyklà *school*
vaĩkas *child*	jū́ra *sea*
vaĩrdas *name*	ligóninė *hospital*
pasáulis *world*	knygà *book*

Asking Questions

Kàs, like the other case-related question words, is a variation of the English question words "who" and "what." ***Kàs*** is used to ask questions about a state of being. It is always used when asking a question using the "to be" verb. ***Kàs*** is also used when inquiring about the subject of the sentence.

Examples

Kàs yrà tàvo tévas? ***Who** is your father?*
Kàs taĩ yrà? ***What** is that?*
Kàs táu dãvė tą knỹgą? ***Who** gave you that book?*

Activities

A. Decline

Change these words into the nominative plural case. Check your answers.

1. Bìblija *(f.) (Bible)*
2. dvasià *(f.) (spirit)*
3. senẽlis *(m.) (grandfather)*
4. arklỹs *(m.) (horse)*
5. sūnùs *(m.) (son)*
6. apãštalas *(m.) (apostle)*
7. kėdẽ *(f.) (chair)*
8. knygà *(f.) (book)*
9. brólis *(m.) (brother)*
10. akìs *(f.) (eye)*
11. prãnašas *(m.) (prophet)*
12. Diẽvas *(m.) (God)*
13. sesuõ *(f.) (sister)*
14. dukrà *(f.) (daughter)*
15. akmuõ *(m.) (stone)*
16. eilùtė *(f.) (verse)*

B. Masculine or Feminine?

Label the nouns in the table as masculine or feminine. Pay careful attention to which words are singular and which are plural and label them accordingly. If you don't know, check a dictionary or ask your companion or a native speaker. Check your answers.

1. pãmokos *(lessons)*	4. krìkštas *(baptism)*	7. pavyzdỹs *(example)*	10. vanduõ *(water)*	13. méilė *(love)*
2. tikėjimas *(faith)*	5. nãštos *(burdens)*	8. Jézus *(Jesus)*	11. įsãkymai *(commandments)*	14. šeimà *(family)*
3. bìtė *(bee)*	6. pasirinkìmai *(choices)*	9. sẽserys *(sisters)*	12. Lietuvà *(Lithuania)*	15. kū̃nas *(body)*

C. Translation

Look up these words and write them in the nominative singular and nominative plural cases. Check your answers.

1. life	4. house	7. woman
2. teacher	5. Lithuanian *(a person)*	8. bus
3. book	6. man	9. missionary *(m.)*

D. Translation

Translate the following questions. Check your answers.

1. What is a prophet?
2. Who is Jesus Christ?
3. What is that?
4. Who is your *(informal)* mission president?
5. Who was Nephi?

E. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions below. Pay attention to how the nominative case is used in each verse. Check your answers.

1. 2 Nèfio 8:15
2. Mõzijo 16:9
3. 3 Nèfio 15:21-22

1. List all the nominative nouns found in 2 Nèfio 8:15.
2. List all the nominative nouns found in Mõzijo 16:9.
3. Which nominative personal pronouns are found in 3 Nèfio 15:21–22?

F. Translation

Translate the following sentences from *Skélbti màno evangèliją.* Check your answers.

1. A covenant is a promise.	4. God is our loving Heavenly Father.	7. The Holy Ghost is a gift.
2. Jesus Christ is the Son of God.	5. We are God's children.	8. Commandments are blessings.
3. Joseph Smith was a prophet.	6. The Book of Mormon is an ancient record.	9. Baptism is a rebirth.

G. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. ***Jézaus Krìstaus** yrà mūsų Gélbėtojas.
   ***Jesus Christ** is our Savior.*
2. ***Ką̃** yrà **Šventósios Dvãsios**?
   ***What** is the **Holy Ghost**?*
3. ***Mán** esù **misioniẽrių**.
   I** am a **missionary.
4. Kàs yrà išmintiẽs ***žõdį**?
   *What is the **Word** of Wisdom?*
5. Čià yrà ***bažnýčia**i.
   *Here is the **church**.*

H. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Kadà prasìdeda apýgardos susirinkìmui?
2. Jézaus Krìstaus yrà Diẽvo Sūnaũs.
3. Kuř yrà màno pórininką?
4. Kàs bùvo Džõzefo Smìto?
5. Jám yrà màno draũgas.
6. Pranašáms móko mùs evangèlijos.
7. Kõ yrà jūsų mìsijos prezidentù?

I. Masculine or Feminine?

In Lithuanian, many nouns end in *-is;* some are masculine and some are feminine. In the table below are a few common *-is* ending nouns. Look up and label each noun as masculine or feminine and then write it in the nominative plural. Use a dictionary or ask your companion or a native speaker if you need help. Check your answers.

1.	Mintìs	4.	Priežastìs	7.	Žõdis	10.	Véidrodis	13.	Patirtìs
2.	Mẽdis	5.	Núopuolis	8.	Brólis	11.	Gẽris	14.	Vyresnỹsis
3.	Akìs	6.	Šalìs	9.	Išmintìs	12.	Viltìs	15.	Blõgis

J. Companionship Activity

What is . . . ?

Think about some of the questions one of your investigators may have about the gospel. Ask your companion those questions, starting the question with "Kàs yrà . . . ?" Then have your companion explain the answer to you with "_____ yrà . . . "

Question: **Kàs yrà** krìkštas?
***What is** baptism?*

Answer: Krìkštas **yrà** sándora sù Dievù.
*Baptism **is** a covenant with God.*

Pronouns

Examples

Jũs visì ẽsate Diẽvo vaikaĩ.	**You** are all God's children.
Mẽs nórime pakviẽsti **jùs** į **mûsų** bažnýčios pãmaldas.	**We** want to invite **you** to **our** Church services.
Ar̃ **mẽs** galétume kalbéti sù **jumìs** apiẽ Jézų Krìstų?	Can **we** talk with **you** about Jesus Christ?

Explanation

As discussed in the introduction to each case, each pronoun declines to a specific case depending on how it is used in the sentence. Here we will provide a table with all declensions of pronouns. There are no pronouns for vocative case.

Pronuns

Here is the table for all the **pronouns** and their declensions.

	1st Person		2nd Person		3rd Person			
	Sg.	**Pl.**	**Sg.**	**Pl.**	**Sg.**	**Pl.**	**Sg. (f.)**	**Pl. (f.)**
Nom	àš	mẽs	tù	jũs	jìs	jiẽ	jì	jõs
Gen	manę̃s/ mãno	mûsų	tavę̃s/ tàvo	jûsų	jõ	jų̃	jõs	jų̃
Dat	mán	mùms	táu	jùms	jám	jíems	jái	jóms
Acc	manè	mùs	tavè	jùs	jį̃	juõs	ją̃	jàs
Instr	manimì	mumìs	tavimì	jumìs	juõ	jaĩs	jà	jomìs
Loc	manyjè	mumysè	tavyjè	jumysè	jamè	juosè	jojè	josè

Activities

A. Memorize

Review and memorize the subject pronoun charts for the nominative and genitive cases.

B. Use the Picture

Use the picture below to answer the questions. Check your answers when you finish.

1. What pronoun would #7 use to talk to #8?
2. What pronoun would #3 use to talk to #1 and #2?
3. What pronoun would #8 use to talk to #6, #9, and #10?
4. What pronoun would you and your companion use to talk to #4?
5. What pronoun would #2 use to talk to #9, assuming they do not know each other well?
6. What pronoun would #10 use to talk about herself in addition to #1, #3, and #8?
7. What pronoun would you use to talk about #5, #6, and #4?
8. What pronoun would #6 use to talk about himself in addition to #4 and #5?
9. What pronoun would #10 use to talk about #7?
10. What pronoun would #2 use to talk about #1?
11. What pronoun would #9 use to talk about himself?
12. What pronoun would #3 use to talk about #1 and #4?
13. What pronoun would you and your companion use to talk to #1?
14. What pronoun would #4 use to talk to #5 and #6?
15. What pronoun would #3 use to talk to #5?

C. Listen

Listen to five minutes of the film *Įtikėti Kristų*. Write down all the pronouns you hear. If there are words you do not understand, look them up in the dictionary, then listen to the clip again.

D. Memorize

Review and memorize the subject pronoun charts for the dative and accusative cases.

E. Multiple Choice

Circle the correct answer for each question. Check your answers.

1. Ką _____ darýti?
   A. mẽs
   B. júsų
   C. mùms
   D. tù

2. Šventóji Dvasià liùdijo _____ apiẽ tiẽsą.
   A. jíems
   B. juõ
   C. juõs
   D. jų̃

3. Mẽs padésime _____.
   A. jũs
   B. ji
   C. tavè
   D. jái

4. Àš pasakiaũ _____, kàd mẽs susìtiksime antrãdienį.
   A. jám
   B. juõ
   C. tù
   D. mumysè

5. Taĩ ____ yrà labaĩ svarbù.
   A. jõ
   B. mẽs
   C. jumysè
   D. mán

6. _____ nereĩkia ankstì ateĩti.
   A. ją̃
   B. jùms
   C. jũs
   D. mẽs

7. Ar̃ _____ smagù?
   A. jį̃
   B. jų̃
   C. táu
   D. jiẽ

8. Jìs tarnáuja _____.
   A. jomìs
   B. jojè
   C. jóms
   D. jų̃

F. Fill In the Blank

Insert the appropriate subject pronouns. Check your answers.

1. Àš mýliu _____.
   (them f.)
2. Skỹriaus prezideñtas pakrìkštys _____.
   (them m.)
3. Kviẽčiame _____ skaitýti ĩr sužinóti sáu, kàd taĩ, kõ mẽs mókome yrà tiesà.
   (you formal)
4. Kuĩ jũs sutìkote _____?
   (him)
5. Àš mačiaũ _____ šeštãdienį párke.
   (you informal)
6. Aĩ tù _____ mateĩ?
   (me)
7. Eĩname pàs _____ põ vakariẽnės.
   (her)
8. Mẽs prãšome tavę̃s palaĩminti _____ tàvo dvasià.
   (us)
9. Aĩ gãlime susitìkti pàs _____?
   (you formal)
10. Mẽs dėkójame táu ùž _____.
    (him)

G. Scripture Activity

On a separate sheet of paper, write down each of the personal pronouns used in these scriptures and answer the questions below. Discuss the verses with your companion or a native speaker to make sure you understand why each case is used in each situation. Check your answers.

1. Álmos 33:4–11 2. D&S 5:29 3. D&S 42:88–89 4. D&S 128:15

1. Verse 11 in Álmos 33:4–11 uses the pronoun *tavyje*̀. What case is *tavyjè* in and what does it mean?
2. How many different personal pronouns are used in D&S 5:29? What cases are they in?
3. How many subject pronouns are found in D&S 42:88–89? What cases are used?
4. In D&S 128:15, what case does the verb *léisti* force?

H. Common Errors

Missionaries will sometimes confuse which case follows which prepostion. Review prepositions then practice declining the bolded words to the correct case. Check your answers.

1.	pàs ***àš**	4.	ùž *(behind)* ***mẽs**	7.	põ *(after)* ***jõs**	10.	pagãl ***jũs**	13.	tařp ***jiẽ**
2.	artì ***tù**	5.	pàs ***tù**	8.	bè ***jì**	11.	šalià ***àš**	14.	príešais ***jìs**
3.	apiẽ ***jì**	6.	sù ***mẽs**	9.	dẽl ***jìs**	12.	ùž *(in behalf of)* ***jiẽ**	15.	sù ***jũs**

I. Error Correction

Each sentence has one or more errors. Change the subject pronouns according to the verb or preposition preceding it, then write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Mẽs mýlime táu.
2. Diẽvas mýli mùms.
3. Ař jũs nórite kalbéti sù jiẽ?
4. Paláimink jíems.
5. Mẽs nórime padéti jùs.
6. Mẽs eĩsime pàs jumìs šį̃ vãkarą.
7. Kodẽl tù žiūrì į̃ mán?
8. Nėrà skìrtumo tařp juõs.
9. Mẽs vãkar kalbėjome apiẽ jìs.
10. Kalbėsime sù táu põ sakrameñto susirinkìmo.

J. Memorize

Review and memorize the subject pronoun charts for the instrumental and locative cases.

K. Translation

Translate the following prepostional phrases. Check your answers.

1. with us
2. with you *(formal)*
3. with them *(m.)*
4. under us
5. with him
6. according to them *(m.)*
7. with you *(informal)*
8. under him
9. according to you *(formal)*
10. with me
11. with her
12. under them *(f.)*
13. according to her
14. with them *(f.)*

L. Replace the Noun

Each noun can be replaced by a pronoun that agrees in number and gender. Match each noun with the appropriate pronoun, then decline each pronoun to the locative case. Example: kompiùteris jìs → jamè *"in him" (referring to the computer)*. Decline each of the following pronouns to the locative case. Check your answers.

1. bažnýčia
2. tù
3. knỹgos
4. nãmas
5. mẽs
6. sausaĩniai
7. evangèlija
8. Jézus
9. autobùsai
10. ãkys
11. àš
12. jũs

M. Scripture Activity

Look up two or three scriptures that you will use to teach today. List any subject pronouns used and why they were used. Discuss your list with your companion or a native speaker to make sure you understood why they were used. Use those pronouns appropriately as you share those verses today.

N. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. He commanded me to talk with them.
2. My family is important to me.
3. I asked him to help us.
4. Her family likes us.
5. Have you heard about them *(f.)*?
6. They gave him the priesthood.
7. When can we meet with you?
8. She is your *(informal)* sister.
9. We can meet at his place this evening.
10. Because God loves us, He gave us families.
11. In her *(The Book of Mormon)* is the fulness of the gospel.
12. What do you need to help you quit smoking?

O. Reading Activity

Read the two paragraphs under the heading „Diẽvas yrà mũsų mýlintis Dañgiškasis Tévas" found in *Skélbti màno evangèliją* out loud, paying special attention to the use of subject pronouns. Underline each subject pronoun and ask yourself the question, "Why is each pronoun in the case it's in?" Ask your companion for help if you have questions.

Savęs

Examples

Krìstus pasìėmė **Sáu** visũ mũsų skausmùs, ligàs, pagùndas, vargùs iř silpnýbes.	Christ took upon **Himself** the pains, sicknesses, temptations, afflictions, and infirmities of us all.
Jéi išlikdamì ištikimì **sàvo** sándoroms ištvérsime ikì gyvẽnimo pabaigõs, taĩ gáusime ámžinąjį gyvẽnimą.	If we are faithful to **our** covenants and endure to the end of our lives, we will gain eternal life.
Kàd nuoširdžiaĩ atgailáutume, mẽs tùrime atpažìnti **sàvo** núodėmes.	To sincerely repent, we need to recognize **our** sins.

Explanation

Pronouns take the place of a noun when that noun has already appeared in a sentence. When that noun is the subject of the sentence, the reflexive pronoun (sàvo) is used, rather than the regular pronoun (jõ, jõs, mũsų...).

Example

Mẽs nórime tóbulinti **savè** Krìstaus pagálba.
*We want to perfect **ourselves** with Christ's help.*

In this example, the subject of the sentence is "we"; therefore, when "ourselves" is used in the sentence, it's referring back to "we."

Using *Savęs*

Savęs can be declined to every case. The case that *savęs* declines to is determined by the verb.

Nom	sãvas
Gen	sàvo/savęs*
Dat	sáu
Acc	savè
Inst	savimì
Loc	savyjè

***Note:** *Savęs* is the basic genitive declension; *savo* is the possessive pronoun. It is the same difference between *manęs/mano* or *tavęs/tavo*.

Genitive Possessive	Diẽvas mýli **Sàvo** vaikùs.	God loves **His** children.
Genitive	"...àš dažnaĩ **savęs** kláusdavau: Ką darýti?"	"I often asked **myself** what to do."
Dative	Taĩ, kõ mókotės, pritáikykite **sáu.**	Apply what you learn **to yourself.**
Accusative	Prašaũ, papãsakokite apiẽ **savè.**	Please tell us about **yourself.**
Instrumental	Bũti nuolankiù réiškia labiaũ pasitikéti Dievù iř Jõ tarnaĩs negù **savimì.**	To be humble means to put greater trust in God and His servants than in **oneself.**
Locative	Tùrime nuõlat ugdýti **savyjè** Krìstaus savýbes.	We should continually develop **in ourselves** Christ's qualities.

Common Missionary Errors

Missionaries often make the mistake of using the subject pronoun again instead of *savęs*. *Savęs* is always used after the subject of the sentence is established.

Incorrect	Correct	Reason
Diẽvas atsãko ~~**Jo**~~ būdù iř ~~**Jo**~~ laikù. *God answers in His own way and in **His** own time.*	Diẽvas atsãko **Sàvo** būdu iř **Sàvo** laikù. *God answers in **His** own way and in **His** own time.*	*Diẽvas (the subject)* has already been established, so all following pronouns are formed as ***savęs***.
Atgailáujant keĩčiasi mūsų póžiūris į ~~**savès**~~ iř į pasáulį. *As we repent, our view of **ourselves** and the world changes.*	Atgailáujant keĩčiasi mūsų póžiūris į **mus** iř į pasáulį. *As we repent, our view of **ourselves** and the world changes.*	Here, the subject of the sentence is *mūsų póžiūris,* not *mẽs*. Therefore, using *savęs* later in the sentence refers to *póžiūris*, or "our view," not "us." So, we **cannot use *savęs*** in this case.
Diẽvas àtsiuntė į žẽmę ~~**Jo**~~ Sūnų, kàd Jìs apmokétų mūsų núodėmes. *God sent His Son to the earth to atone for our sins.*	Diẽvas àtsiuntė į žẽmę **Sàvo** Sūnų, kàd Jìs apmokétų mūsų núodėmes. *God sent His Son to the earth to atone for our sins.*	*Diẽvas (the subject)* has already been established, so "His" Son is expressed using ***sàvo***. In this sentence, however, one more subject is introduced. "He" refers to Jesus Christ, so *Jìs* is needed to establish the new subject. ***Sàvo*** can only be used after a subject has already been established, and each new subject introduced in a sentence needs to be clearly established before using ***savęs***.

Activities

A. Identify

Identify which of the following sentences would use the reflexive pronoun. Then, rewrite those sentences in Lithuanian. Check your answers.

1. He reads to himself often.
2. She sometimes prays for herself.
3. Jesus Christ atoned for our sins.
4. They come to church to strengthen themselves.
5. We have to find in ourselves a desire to know.
6. The bishop leads our ward.
7. He left his past behind himself.
8. Trust in yourself *(formal)*!

B. Fill In the Blank

Insert the appropriate form of *savęs*. Check your answers.

1. Misioniẽrės pasiim̃s Mormòno Knỹgą sù _____.
   (themselves)
2. Išréiškiate méilę Viẽšpačiui ir̃ _____šeĩmai.
   (your)
3. Diẽvas sugrąžìno _____ kunigỹstę pašauktaĩs tarnaĩs.
   (his)
4. Atgailáudama, àš pràdedu matýti _____ Krìstaus akimìs.
   (myself)
5. Jézus Krìstus turéjo pakañka stiprýbės _____ atsispìrti pagùndoms.
   (in himself)

C. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. I ponder about the meaning of my life.
2. We go to the temple for ourselves and for others.
3. We came to this earth because of our desire to become like God.
4. I set goals to improve myself.
5. She sings hymns to herself to overcome temptations.
6. Can you *(informal)* see yourself in the temple?
7. Missionaries need to trust themselves and the Spirit daily.
8. Joseph Smith saw Jesus Christ and Heavenly Father above him.

D. Scripture Activity

Look up the following scriptures. Write down what the pronoun/noun *savęs* is referring to and which form of the reflexive pronoun is being used, then label which case it is in. Check your answers.

1. 1 Nèfio 18:8 2. Álmos 5:27 3. Álmos 7:12 4. Álmos 12:6 5. D&S 18:12 6. Mózės 6:46

E. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Tikėjiimas yrà pradžią ***sàvo** atgailõs kelyjè.
   *Faith is the beginning on **our** path of repentance.*
2. Diẽvas atsãko ***savęs** laikù.
   *God answers in **His own** time.*
3. Tùrime stìprinti ***sãvaš** skaitýdami raštùs.
   *We have to strengthen **ourselves** by reading scriptures.*
4. Krìstus atìdavė ***sáu** pasáuliui.
   *Christ gave **Himself** for the world.*
5. Geriaũ pasitikéti Dievù neĩ ***savyjè**.
   *It is better to trust in God than in **ourselves**.*
6. Kiekvíenas ìš mũsų tùri dieviškùmą ***savimì** nès mẽs visì ẽsame Diẽvo vaikaĩ.
   *Each of us has divinity within **ourselves** because we are children of God.*

F. Error Correction

Each sentence either is correct or has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Peř sakrameñto ãpeigą mẽs atnaũjiname mũsų sandoras.
2. Gãlime Jézų Krìstų iř Jõ kẽlią myléti labiaũ neĩ savę̃s iř sãvas planùs
3. Šventóji Dvasià padẽs jùms pritáikyti šį palýginimą savimì.
4. Peř sakrameñtą ištìrkite savè iř sàvo gyvẽnimą.
5. “Kiekvíenas ìš mũsų, síekdamas tàpti tobūlu, kadà nórs tùri sàvo pakláusti: ‘Kõ dár mán trũksta?’” *—Hãroldas B. Ly*

G. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. “I would like to share my testimony . . .”
2. We have to serve the Lord with all our heart, might, mind, and strength.
3. When we love God, we want to follow Him and align our actions with His words.
4. To feel the Spirit testify of truth, we have to open our hearts.
5. Christ took upon Himself all our sins and weaknesses.
6. After baptism, we can have the Spirit with us always.
7. “Love thy neighbor as thyself.” *(Mãto 22:39)*
8. I know through my feelings and experiences that this Church is true.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- *Būti* ("To Be")
- Pronouns
- *Savęs*
- Nominative Case

Activities

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 26 errors in it. Check your answers.

> Dañgiškoji pãsiuntinio, vardù Moròniui, nùvedė Džòzefą Smitą priẽ kalvõs, kuriojè ìštisus šim̃tmečius gulėjo pàslėptos auksìnėse plokštẽlėse. Šiosè auksìnėse plokštẽlėse buvaũ pranašų rãštas, kuriuosè aprašýti Diẽvo darbáms taĩp senóvės Amèrikos gyvéntojų. Džòzefai Smìtai Diẽvo galià ìšvertė šių plokštẽlių tùrinį. Mormòno Knỹgos pranašaĩs žinójo apiẽ Gélbėtojo mìsiją iř mókė Juõ Evangèlijos. Põ Prisikėlìmo Krìstaus pasiródė šíems žmonéms. Jì mókė jaĩs Savè Evangèlijos iř įkū̃rė Savyjè Bažnýčią. Mormòno Knỹgai įródo, jóg „Diẽvui ĩkvepia žmónes iř jàs pašaũkia savimì šventan darbañ šiamè ámžiuje iř kartojè taĩp pàt kaĩp iř senóvės kartosè" (žr. DS 20:11). Kàd sužinótų, jóg Mormòno Knỹgomis bùs tiesà, žmógų tùri jĩ skaitýti, apmąstýti iř dėl juosè meĺsti.
>
> *Joseph Smith was directed by a heavenly messenger named Moroni to a hill where gold plates had lain hidden for centuries. These gold plates contained the writings of prophets giving an account of God's dealings with some of the ancient inhabitants of the Americas. Joseph Smith translated the contents of these plates by the power of God. The prophets in the Book of Mormon knew about the mission of the Savior and taught His gospel. After His Resurrection, Christ appeared to these people. He taught them His gospel and established His Church. The Book of Mormon proves that "God does inspire men and call them to his holy work in this age and generation, as well as in generations of old" (D&C 20:11). In order to know that the Book of Mormon is true, a person must read, ponder, and pray about it.*

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 20 errors in it. Check your answers.

> „Tokià dìdelyje yrà sąmyšio iř kovõs taŕp skirtìngų denominãcijų, kàd tokiám jaunám [...] ãsmeniui, kaĩp mán, neįmãnomas prieĩti priẽ tvirtõs ìšvados, kuriuõ teisaũs, õ kuriuõ klýsta. [...] Šiõ žõdžių kãro iř núomonių sąmyšio sūkuryjè manyjè dažnaĩ sàvo kláusdavau: Ką̃ darýti? Kurių̃ ìš visų̃ šių̃ grùpių teisìngi; õ gál visà jà neteisìnga? Jéi kurių̃ nórs ìš jų̃ teisìngas, taĩ kuriẽ, iř kaĩp mán ją̃ atpažìnti?"
>
> *"So great were the confusions and strife among the different denominations, that it was impossible for a person young as I was . . . to come to any certain conclusion who was right and who was wrong. . . . In the midst of this war of words and tumult of opinions, I often said to myself: What is to be done? Who of all these parties are right; or, are they all wrong together? If any one of them be right, which is it, and how shall I know it?"*

C. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. Their names used to be written.
2. Pray often for yourself and for others.
3. Obedience is the first law of heaven.

4. "So great was the confusion and war among the different denominations, that for such a young person, as I, it was impossible to come to any kind of firm conclusion about who was right and who was wrong."
5. The restored gospel blesses families.
6. You were set apart for this holy calling by the prophet.
7. He taught them His gospel and established His Church.
8. In my soul, I felt that although I had sinned, I was forgiven.
9. When others tell you their feelings, try to imagine yourself in their place and understand how they feel.
10. You should study the scriptures and feast on them.
11. A sincere searcher of truth will soon feel that the Book of Mormon is the word of God.
12. If national traditions or customs conflict with God's teachings, we should not follow them.
13. The Savior told Joseph not to join any of the churches, for they "were all wrong" and "all their creeds were an abomination."
14. Before dying and resurrecting, the Savior authorized His Apostles to establish His Church on the earth.
15. After the Resurrection, will we be free from afflictions and pain?
16. Love the Lord and serve Him better.
17. Our Heavenly Father sent His Son Jesus Christ to take upon Himself all our sins and overcome physical death.
18. Will you attend church with us this Sunday?
19. When we are forgiven for our sins, we have to try daily to not sin so that we can always have the Holy Ghost to be with us.
20. One important way God shows His love for us is that He calls His prophets, to whom the priesthood is given.

D. Fill In the Blank

Fill in the blanks with the correct form of each word. Check your answers.

1. Mẽs _____ Pastarũjų Dienũ Šventũjų Jézaus Krìstaus Bažnýčios misioniẽriai.
   (are)
2. "Ir̃ jéigu tái teisìnga, àš padarýsiu, kàd tàvo širdìs _____ dègs; todẽl tù pajùsi, kàd taĩ teisìnga".*(D&S 9:7–8)* *(in you)*
3. Penktãdienį _____ skỹriaus tarýba.
   (will be)
4. _____ ir̃ bažnýčios_____tùri dìrbti kártu.
   (Missionaries) *(members)*
5. Tù _____ pakrìkštytas kaĩp ir̃ Jézus Krìstus.
   (will be)
6. Jéi nórite bũti laimìngi, pamir̃škite _____ ir̃ pasinérkite ĩ šĩ dìdį reĩkalą.
   (yourself)
7. Reguliariaĩ kláuskite _____: „Ar̃ výskupui esù paláiminimas, ar̃ naštà?"
   (yourself)
8. _____ yrà Viẽšpaties_____.
   (The temple) *(house)*
9. Kantrýbė _____ sugebéjimas ištvérti laukìmą, rũpestį, príešpriešą ar̃ kančiàs bè pỹkčio ar̃ suirzìmo.
   (is)

10. Vértí kunigýstę tùrintys åsmenys uždẽs sâvo rankâs _____ añt galvõs.
(to/for you)
11. Ar̃ _____ pasikríkštysite?
(you)
12. Tùrime nuõlat tobuléti ir̃ ugdýti _____ Krìstaus savýbes.
(in ourselves)
13. _____ yrà Krìstaus kū̃no ir̃ kraũjo _____.
(The sacrament) *(symbol)*
14. Ar̃ šį̃ sekmãdienį apsilankýsite sù _____ bažnýčioje?
(us)
15. _____ _____ yrà _____.
(The Holy Ghost) *(a gift)*
16. Šiàs šlovìngas tiesàs jũs gãvote laisvaĩ, ir̃ Dañgiškasis Tévas tìkisi, kàd laisvaĩ _____ pasidalinsite sù kitaĩs Jõ vaikaĩs.
(them)
17. _____ _____ yrà mū̃sų _____.
(Jesus Christ) *(Savior)*
18. Nèt padārę vìską, ką̃ gãlite, vìs tiẽk gãlite nusivìlti, tačiaũ nenusivìlsite _____.
(by the means of yourself)
19. Jũs _____ paskìrti šiám šventám pašaukìmui sù pãžadu, kàd jùms bùs duotà Dvasià.
(were)
20. Mẽs gãlime išréikšti _____ širdiẽs jausmùs maldojè.
(our)

E. Identify

In each of the following sentences, underline the subject of the sentence and determine whether the use of *savęs* is appropriate or not. If *savęs* is used incorrectly, write a word to replace it.

Underline the Subject	Correct Use of *Savęs*?	Correction
1. Atgailà àpima naũjo požiūro į̃ Diẽvą, savè ir̃ pasáulį formãvimą.		
2. Bè tõ, mẽs tùrime nuõlat tobuléti ir̃ ugdýti savyjè Krìstaus savýbes.		
3. Ugdýdami kiekvíeną savýbę periòdiškai įvértinkite sàvo pãžangą.		
4. Kaĩ mùms yrà atléidžiamos mū̃sų núodėmės, tùrime kasdiẽn sténgtis nenusidėtì, kàd visuomèt Šventóji Dvasià galétų bū̃ti sù savimì.		
5. Áugant sàvo supratìmui apiẽ Jézaus Krìstaus Apmokéjimą, aũgs ir̃ sàvo troškìmas dalìntis Evangèlija.		
6. Taĩ Sàvo Mylímasis Sunũs. Jõ klausýk!		
7. Visadà prisimiñsiu dù vaikinùs, tarnãvusius sàvo mìsijoje.		
8. Mán reĩkia sàvo knỹgos.		

F. Identify

Underline all of the words (nouns, adjectives, etc.) in the following English sentences that would be in the nominative case in Lithuanian.

1. The stalwart missionaries invited Sally to be baptized, because she was prepared.
2. My goal today is to give away five copies of the Book of Mormon.
3. We need to find more people to teach.
4. We need to find more people whom we can teach.
5. There are many churches on the earth who say that they have the true gospel.
6. This red chair is my favorite chair because it is very comfortable.
7. Bear your testimony, Elder.
8. Have you seen my socks?
9. Life on earth is an opportunity and a blessing. Our purpose in this life is to have joy and prepare to return to God's presence. In mortality we live in a condition where we are subject to both physical and spiritual death. God has a perfect, glorified, immortal body of flesh and bones. To become like God and return to His presence, we too must have a perfect, immortal body of flesh and bones. However, because of the Fall of Adam and Eve, every person on earth has an imperfect, mortal body and will eventually die. If not for the Savior Jesus Christ, death would end all hope for a future existence with Heavenly Father.

G. Writing Activity

Think about some things you would like to share about yourself with members in your area. Write a short biography to share with them about who you are, what you like, why the gospel is important to you, and how you gained a testimony of the Book of Mormon and Joseph Smith. Pay attention to how you use the nominative case and pronouns/*savęs*. As you share about yourself, have members make corrections to your grammar and suggest how to improve. Consider asking the members some of the questions you answered in your biography.

H. Reading Activity

Pick a chapter from the Book of Mormon that you will be sharing with one of your investigators in the coming week. Read through it and identify words in the nominative and accusative cases. Think of questions that you can ask your investigator to help them apply the chapter to themselves. Share your thoughts and ideas with your companion.

I. Companionship Activity

Resolving Concerns

Role-play door or street contacts with your companion or a native speaker. Have the missionary playing the investigator come up with a background and choose a misconception or concern that you have encountered recently which he or she can role-play, such as: *"All religions are the same," "I am already Christian, so you should spend your time with those who are not," or "I only trust in myself."* As the missionary, focus on clearly stating who you are and what your purpose is, as well as finding out who the people are and what is important to them. Get feedback on how well you used each of the grammar principles and how clear your introduction was. Be sure to practice again.

Asking About and Expressing Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? ("Genitive Case")
- This is the gospel **of** Jesus Christ. ("Genitive Case")
- Will you read the Book **of** Mormon? ("Genitive Case")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Heavenly Father (What is our relationship to God?)
- Our Life on Earth (What is God's purpose? What is our purpose in life?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray to Know the Truth (How does God answer our prayers? How can we know the Book of Mormon is true?)
- The Word of Wisdom (What are things we should avoid taking into our bodies? How can we keep our bodies clean?)
- The Law of Tithing (Who does our money really belong to? How does money help build up Christ's Church?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Make Appointments (What is their schedule? Is it possible to meet in their home?)
- Share an Experience (How has the gospel changed our lives? How can it change their lives?)

Genitive Case

Examples

Mẽs ẽsame **Diẽvo** vaikaĩ.	We are **God's** children.
Mãno mėgstamiáusia knygà yrà **Mormòno** Knygà.	**My** favorite book is the Book **of Mormon.**
Ar̃ **jūsų** tikėjimas àtnešė jùms **dideliũ paláiminimų**?	Did **your** faith bring you **great blessings**?

Explanation

The genitive case is used in many different instances:

- It is most commonly used to denote **possession**. The word after "**of**" or word with an apostraphe s ('s) in English is in the genitive case in Lithuanian.
- It replaces the direct object (in the accusative case) when the verb is **negated**.
- It indicates the **partitive** (when only a portion of the whole is indicated; some).
- It is used after words denoting **quantity**.
- Certain **prepositions** require this case.
- Certain **verbs** require this case.
- It is used to express **limitation**.

Noun Endings

This table shows both singular and plural endings of the genitive case.

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo *(m)*	-uo *(f)*
Genitive Singular	-o	-io*	-io*	-aus	-os	-ės	-ios*	-ies	-ens	-ers
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys *(m)*	-erys *(f)*
Genitive Plural	-ų	-ių*	-ių*	-ų	-ų	-ių*	-ių*	-ų /-ių*	-enų	-erų

***Note** the spelling rule: **"t"** or **"d"** cannot be followed by **"i + a, u, o."** If so, **"t"** becomes **"č"** and **"d"** becomes **"dž."**

Personal Pronouns

These tables show both nominative and genitive pronouns.

Nominative	
àš *I*	mẽs *we*
tù *you*	jũs *you*
jìs, jì *he, she*	jiẽ, jõs *they*

Genitive	
màno, manę̃s* *my, mine*	mū́sų *our*
tàvo, tavę̃s* *your*	jū́sų *your*
jõ, jõs *his, her*	jų̃ *their*

Note:** ***màno and ***tàvo*** mean **"mine"** or **"your,"** while ***manę̃s*** and ***tavę̃s*** do not - they are used when verbs and prepositions that force the genitive case are used before ***àš*** or ***tù***.

Examples

Taĩ yrà **màno** knygà.
*That is **my** book.*

Àš ìš **tavẽs** gavaũ tą knỹgą.
*I got that book **from you**.*

Uses of the Genitive Case

These are the instances when genitive case is used:

It is most commonly used to denote *possession*. The word after "of" or word with an apostraphe s ('s) in English is in the genitive case in Lithuanian.

To form a genitive noun that shows possession, you first drop the declinable ending of the nominative noun and then add the genitive ending.

Knygà, Mormón**as**	→	Mormónas + (-o) = Mormón**o**	→	Mormóno Knygà
Book, Mormon		*Mormon + ('s) = Mormon's*		*Mormon's Book (Book of Mormon)*

It replaces the direct object (in the accusative case) when the verb is *negated*.

When a verb is negated (when ne is added before the verb), if the direct object is usually in the accusative case it is instead put in the genitive case.

Mirtìs keĩčia tàvo **asmenýbę.**	***asmenýbę*** in accusative because of ***keĩčia***. →	Mirtìs nekeĩčia tàvo **asmenýbės**.
Death changes your personality.	When we add ***nè*** to negate ***keĩčia, asmenybė*** goes to genitive case.	*Death does not change your personality.*

It indicates the *partitive* (when only a portion of the whole is indicated; some).

When only a portion of the whole is indicated, the noun is put into genitive case. For example, if the word "some" is used, then this would mean the **partitive principle** would be used.

Example

Ař mẽs gãlime **atsigérti vandeñs?**
*Can we drink **(some) water?***

It is used after words denoting *quantity*.

When the following words are used, the noun that they are describing is placed in the genitive case.

daũg	a lot; much/many	**kíek**	how much/many?	**porà**	a couple
nedaũg	not much/many	**kẽletas**	few/several	**pùsė**	half

Daũg žmoniũ àtmetė pranašùs.
***Many people** rejected the prophets.*

Àš jaũ kaĩp **pùsė mẽtų** gyvenù Lietuvojè.
*I've already lived in Lithuania for **half a year.***

Certain *prepositions* require this case.

Below is a list of prepositions that require the use of the genitive case.

põ	after	**ikì**	until; up to; as far as	**artì**	near, close by
priẽ	at; near; in the vicinity of; by; close to	**viřš**	above	**anót**	according to
gretà	beside	**añt**	on	**dėkà**	thanks to
ùž	behind	**šiàpus**	on this side of	**bè**	without
nuõ	from; off; since	**abìpus**	on both sides of	**pusiáu**	halfway up/ along
šalià	near; by; at the side of	**anàpus**	on the other side	**dẽl**	for; because of
tařp	between; among	**liñk**	towards	**pasàk**	according
ìš	out of; from	**tolì**	far from	**lìg (lìgi)**	until; as far

Examples

Bè Jézaus Krìstaus apmokėjimo mẽs negãlime gáuti atleidìmo.
Without the Atonement of Jesus Christ, *we cannot receive forgiveness.*

Certain *verbs* require this case.

Below is a list of verbs that require the use of the gentive case.

bijóti	to fear	**pakláusti**	to ask (a question)
klausýti	to listen	**láukti**	to wait
mókytis	to teach (what is taught is in genitive case)	**noréti**	to want
paneĩgti	to deny	**prašýti**	to ask (request)
trókšti	to desire; to thirst	**véngti**	to avoid
ieškóti	to search for	**reikéti**	to need
pasiìlgti	to long for; to miss	**tikétis**	to hope for

Examples

Džózefas Smìtas **ieškójo tiesõs.**
Joseph Smith was ***searching for truth.***

Dabař àš labaĩ **trókštu vandeñs.**
Right now I ***thirst for water.***

Mẽs **láukiame mũsų besidominčiòjo.**
We are ***waiting for our investigator.***

It is used to express *limitation*.

Genitive case is also used to express an absence or lack of something and is normally used with ***nebùvo, nėrà, nebùs.***

Examples

Manęs nebùs. ***I** will not be there.*
Namuosè nėrà **šviesõs**. *There is no **light** in the house.*
Mẽs nórime šnekéti sù Jonù, bèt **jõ** čià nėrà. *We want to talk with John, but **he is** not here.*

Asking Questions

Kõ, like the other case-related question words, is a variation of the English question words "whose" and "of what." ***Kõ*** is used whenever the answer to the question would be in the genitive case because of a verb, preposition, or situation. ***Kienõ***, not ***Kõ***, is used to ask about possession or to express the idea of "whose."

Examples

Kõ jũs noréjote? ***What** do you want?*
Priẽ **kõ** bažnýčia rañdasi? ***What** is near the church?*
Kienõ tà knygà? ***Whose** book is that?*

Activities

A. Decline

Decline each pair of singular and plural forms of nouns into genitive case. Check your answers.

1.	Nãmas *(m.)*	Namaĩ	4.	Galvà *(f.)*	Gálvos	7.	Katẽ *(f.)*	Kãtės
2.	Lėlẽ *(f.)*	Lẽlės	5.	Stãlas *(m.)*	Stalaĩ	8.	Vanduõ *(m.)*	Vándenys
3.	Jézus *(m.)*	-	6.	Knygà *(f.)*	Knỹgos	9.	Diẽvas *(m.)*	-

B. Fill In the Blank

Insert the appropriate genitive personal pronoun. Check your answers.

1. _____ brólis yrà mókytojas.
   (My)
2. _____ tėvaĩ mýli mùs.
   (Our)
3. _____ baĩsas yrà labaĩ gražùs.
   (Her)
4. _____ namuosè visadà šiltà.
   (Your, formal)
5. _____ méilė yrà tobulà.
   (His)
6. _____ nãmas.
   (Their)

C. Translation

Translate the following phrases by declining the specified words to the genitive case in order to show possession. Check your answers.

1. The Book of Mormon _____ Knygà *(Mormónas)*
2. The gospel of Jesus Christ _____ evangèlija *(Jêzus Krìstus)*
3. Children of God _____ vaikaĩ *(Diẽvas)*
4. Father's love _____ méilė *(Tėvas)*
5. A mother's prayer _____ maldà *(Mótina)*
6. Missionaries' purpose _____ tìkslas *(Misioniẽriai)*
7. The book of Nephi _____ Knygà *(Nèfis)*
8. A brother's patience _____ kantrýbė *(Brólis)*
9. The sisters' investigator _____ besidomintỹsis *(Sẽserys)*
10. Language of Lithuanians _____ kalbà *(Lietùviai)*

D. Decline

Decline each pair of singular and plural forms of nouns into the genitive case. Check your answers.

1.	Sūnùs *(m.)*	Sűnūs	3.	Arklỹs *(m.)*	Arkliaĩ
2.	Brólis *(m.)*	Bróliai	4.	Žmogùs *(m.)*	Žmónės

E. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions below. Pay attention to how the genitive case is used in each verse. Check your answers.

1. 1 Nèfio 7:11
2. Álmos 53:8
3. Mózijo 18:11
4. Mormóno 2:19
5. D&S 43:12
6. Morónio 5:2
7. Tikėjimo Teiginỹs 9
8. D&S 127:11

1. In 1 Nèfio 7:11, why is *mũsų* ("we") in the genitive case?
2. Translate Álmos 53:8. What forces each genitive case word?
3. Translate Mózijo 18:11. What did the people shout?
4. In Mormóno 2:19 the verb *pripìldyti* forces genitive case. What other verbs can you think of that force genitive case?
5. In D&S 43:12, why is *karalỹstės šlovių* ("glories of the kingdom") in the genitive case?
6. In the sacrament prayer found in Moronio 5:2, what is the difference between *tavę̃s* and *tàvo*?
7. What are the genitive case *adjectives* in Tikėjimo Teiginỹs 9?
8. In D&S 127:11, why is the noun *niẽko* in genitive case?

F. Memorize

Memorize the prepositions that force genitive case listed in this chapter. Then read a chapter of the Book of Mormon, paying special attention to how those prepositions are used.

G. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Mẽs klaũsome ***prãnašas** peř visúotinę konferenčiją.
   *We listen to the **prophet** during general conference.*
2. Jõnas íeško ***dárbas**.
   *Jonas is looking for **work**.*
3. Jìs láukia ***atsãkymas** ìš ***Diẽvas**.
   *He is waiting for an **answer** from **God**.*
4. Jùms reĩkia véngti ***narkòtikai**.
   *You need to avoid illegal **drugs**.*
5. Tù galì prašýti Diẽvo ***pagálba**.
   *You can ask for God's **help**.*
6. Vyresnỹsis Džònsonas yrà ìš ***Júta**.
   *Elder Johnson is from **Utah**.*
7. Tiẽsiai viř̃š sàvo ***gálva**, išvýdau ***šviesà** stul̃pą.
   *Directly over my **head** I saw a pillar of **light**.*
8. Ikì ***pasimãtymas**.
   *Until **meeting**. (Good-bye)*
9. Jéigu paklùsime, gyvénsime šalià ***Jézus Krìstus**.
   *If we will obey, we will live near (with) **Jesus Christ**.*

H. Error Correction

Circle the correct form of each noun in each of the following sentences. Check your answers.

1. Mùms reĩkia **pranašaĩ, pranašų̃, prãnašas,** kuriẽ mókytų mùs Diẽvo žõdžio.
2. Mán reĩkia **maldõs, maldà, maldojè.**
3. Jùms reĩkia **Mormóno Knỹgai, Mormóno Knỹgos, Mormóno Knỹgose.**
4. Žmonéms reĩkia **apreiškìmą, apreiškimùs, apreiškìmo,** kàd jiẽ žinótų kaĩp sugrį̃žti pàs Diẽvą.
5. Ař̃ tùrite **kláusimų, kláusimą, kláusimai**?
6. Àš nóriu **maĩstas, maĩstui, maĩsto.**
7. Klausýkite **misioniẽrių, misioniẽriais, misioniẽrius.**
8. Mẽs mókome jùs **tiesà, tiesõs, tiesojè.**
9. Àš íeškau **bãtai, bãtais, bãtų.**

I. Decline

Decline each pair of singular and plural forms of nouns into genitive case. Check your answers.

1.	Mẽdis *(m.)*	Mẽdžiai	5.	Dantìs *(m.)*	Dañtys
2.	Martì *(f.)*	Mařčios	6.	Akmuõ *(m.)*	Ãkmenys
3.	Akìs *(f.)*	Ãkys	7.	Sesuõ *(f.)*	Sẽserys
4.	Šalìs *(f.)*	Šãlys	8.	Šuõ *(m.)*	Šùnys

J. Translation

Translate the following phrases into Lithuanian. Check your answers.

1. God's will
2. Jesus Christ's Atonement
3. Authority of the priesthood
4. Power of the Holy Ghost
5. Son of God
6. Grace of God
7. Gift of the Holy Ghost
8. Covenant of baptism
9. Keystone of our religion
10. Church of Jesus Christ
11. President of the branch
12. Blessings of the temple
13. Message of the Restoration
14. Sister's testimony
15. Savior of the world
16. Kingdoms of glory
17. Plan of happiness
18. Articles of Faith

K. Translation

Translate the following sentences using kẽletas. Check your answers.

1. Can we ask you *(formal)* a few questions?
2. There are only a few days left until your baptism.
3. Provide a few examples of how we can receive personal revelation.

L. Translation

Translate each sentence into Lithuanian, incorporating the given preposition for each. Check your answers.

1. Without God's authority, people could not direct the Church. *(bè)*
2. The woman is waiting by the bus stop. *(priẽ)*
3. A light appeared above his head. *(viř̃š)*
4. I am from Kaunas. *(ìš)*
5. We receive many blessings from God. *(ìš)*
6. We are near the church. *(artì)*
7. They told Joseph that none of the churches were true. *(ìš)*
8. Because of His Atonement and Resurrection, all men will be lifted up to stand before Christ. *(dẽl)*

M. Listening Activity

Listen to the first five minutes of the film *Įtikẽti Krìstų.* Make a list of each time you hear the genitive case used. Ask your companion for help if you are unsure; then re-listen to the clip.

N. Writing Activity

Choose a lesson that you and your companion will teach soon. Write down six sentences that you could say while teaching a principle from that lesson. Have a native speaker look over your sentences and correct them, paying special attention to the genitive case. Ask for help understanding your mistakes.

O. Companionship Activity

With your companion, look around your apartment. Say everything in the room you can see that is yours (e.g., "Taĩ yrà **màno** knygà.") Then state everything in the room that is your companion's (e.g., "Taĩ yrà **tàvo** bãtas.") Have your companion do the same. When you feel comfortable, practice saying where your or your companion's belongings are located (e.g., "**Màno** knygà yrà **añt stãlo.**").

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what has happened or what will happen. This function will also help you express sequence and use nouns as indirect objects. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Missionaries **teach** by the power of the Holy Ghost. ("Present Tense Verbs")
- Christ **appeared** to the people in America. ("Past Tense Verbs")
- God **will provide** revelation through His prophets. ("Future Tense Verbs")
- We will get **off** the bus at the next stop. ("Prefixes and Suffixes")
- God answers in His **own way** and in His **own time**. ("Instrumental Case")
- We will go to church **by bus**. ("Instrumental Case")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- The Savior's Earthly Ministry (What did Christ do when He was on the earth?)
- The Restoration of the Gospel of Jesus Christ (What happened during the First Vision? What did Joseph Smith do after experiencing the First Vision?)
- The Atonement (What does the Atonement do for us? How do we apply it in our lives?)
- Resurrection, Judgment, and Immortality (How will we be judged?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Tithing (How do we pay tithing?)
- Temples and Family History (How can we help our ancestors receive saving ordinances?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (How was the priesthood restored?)
- Follow Up on Commitments (How are they doing at keeping their commitment? How often do they pray and read the scriptures? What was their experience when they prayed?)
- Help People Resolve Their Concerns (How often do they drink or smoke? How can I express confidence in someone's ability to keep a commitment?)
- Teach Others How to Pray (What do we do when we pray? How do we receive answers to prayer?)

Present Tense Verbs

Examples

Mẽs **mel̃džiamės** už sàvo besidominčiúosius.	We **pray** for our investigators.
Jìs kasdiẽn **mãto** Diẽvo paláiminimus.	He **sees** God's blessings every day.
Misioniẽriai **móko** Šventósios Dvãsios galià.	Missionaries **teach** by the power of the Holy Ghost.

Explanation

Lithuanian has three common verb conjugation patterns in the present tense.

- First Conjugation (usually have ending -ti, auti, uoti, and sometimes -oti)
- Second Conjugation (usually have ending -ėti)
- Third Conjugation (usually have ending -yti and sometimes -oti)

There are also many irregular verbs. They will always follow one of the conjugation patterns, though it could be a different one than the ending would indicate or have a changed stem or other irregularity.

There is no present progressive tense ("am reading," "are swimming," etc.) in Lithuanian. Both "I read" and "I am reading" are formed as Àš skaitau˜. The present tense indicates action that is happening now or in the near future. There are also many verbs that do not follow regular patterns.

First Conjugation Verbs

Identifying First Conjugation Verbs

First conjugation verbs include most verbs that end in *-ti, auti, uoti,* and sometimes *-oti*. The following chart gives some examples of common first conjugation verbs:

gyvénti *to live*	**tarnáuti** *to serve*	**važiúoti** *to go*
dėkóti *to thank*	**galvóti** *to think*	**láiminti** *to bless*

Forming the Conjugation

To conjugate these verbs to the present tense, first drop the *-ti* ending.

gyvénti → gyvent~~i~~ → **gyven~** *to live*	dėkóti → dėkot~~i~~ → **deko~** *to thank*
tarnáuti → tarnaut~~i~~ → **tarnau~** *to serve*	galvóti → galvot~~i~~ → **galvo~** *to think*
važiúoti → važiuot~~i~~ → **važiuo~** *to go*	láiminti → laimint~~i~~ → **laimin~** *to bless*

Then add the appropriate conjugation endings. Below is a chart of the first conjugation verb endings.

First Conjugation	
(àš) **~(i)u** *I*	(mẽs) **~(i)ame** *we*
(tù) **~i** *you*	(jũs) **~(i)ate** *you*
(jìs/jì/jiẽ/jõs) **~(i)a** *he/she/they/it*	

Note: There is an optional "**i**" that can be added. This is only used in some verbs and should be learned on a case-by-case basis. Be aware of the spelling rule when the "i" is added: If a "**t**" or "**d**" is followed by "**i + a/u/o,**" then "**t**" becomes "**č**" and "**d**" becomes "**dž**."

Note: Verbs that end with ***-uoti, -auti,*** or ***-oti*** will often add a **"j"** before adding the ending. Some, however, will not: miegóti, for example, conjugates to miẽga in the third-person present tense. Verbs that end in -oti are more often irregular, meaning that they won't follow this conjugation pattern.

Complete Demonstration of First Conjugation Steps

Which ending you choose will depend upon the subject (the noun or pronoun doing the verb). Below is an example of all the steps put together:

gyvénti → gyvent~~i~~ → **gyven~**
to live

	(àš) ~**u**	(mẽs) ~**ame**		gyvenù	gyvẽname
+	(tù) ~**i**	(jũs) ~**ate**	**=**	gyvenì	gyvẽnate
	(jìs/jì/jiẽ/jõs) ~**a**			gyvẽna	

Examples

Àš **gyvenù** pagal įsãkymus.
*I **live** according to the commandments*.

Mẽs **gyvẽname** netolì bažnýčios.
*We **live** not far from the church.*

Second Conjugation Verbs

Identifying Second Conjugation Verbs

Second conjugation verbs include most verbs that end in ***-ėti***. The following chart gives some examples of common second conjugation verbs:

myléti *to love*	**tikéti** *to believe*	**girdéti** *to hear*
turéti *to have*	**galéti** *to be able to*	**žiūréti** *to look*

Forming the Conjugation

To conjugate these verbs to the present tense, first drop the ***-ėti*** ending.

myléti → myl~~ėti~~ → **myl~** *to love*	turéti → tur~~ėti~~ → **tur~** *to have*
tikéti → tik~~ėti~~ → **tik~** *to believe*	galéti → gal~~ėti~~ → **gal~** *to be able to*
girdéti → gird~~ėti~~ → **gird~** *to hear*	žiūréti → žiūr~~ėti~~ → **žiūr~** *to look*

Then add the appropriate conjugation endings. Below is a chart of the second conjugation verb endings.

Second Conjugation	
(àš) **~iu*** *I*	(mẽs) **~ime** *we*
(tù) **~i** *you*	(jũs) **~ite** *you*
(jìs/jì/jiẽ/jõs) **~i** *he/she/they/it*	

***Note:** Be aware of the spelling rule when the "**i**" is added: If a "**t**" or "**d**" is followed by "**i + a, u, o,**" then "**t**" becomes "**č**" and "**d**" becomes "**dž**."

Complete Demonstration of Second Conjugation Steps

myléti → mylė̀ti → **myl~**
to love

	(àš) **~iu**	(mẽs) **~ime**		**mýliu**	**mýlime**
+	(tù) **~i**	(jũs) **~ite**	**=**	**mýli**	**mýlite**
	(jìs/jì/jiẽ/jõs) **~i**			**mýli**	

Examples

Àš **mýliu** sàvo Diẽvą.
*I **love** my God.*

Mẽs **mýlime** výkdyti šĩ dárbą.
*We **love** to do this work.*

Third Conjugation Verbs

Identifying Third Conjugation Verbs

Third conjugation verbs include most verbs that end in ***-yti*** and sometimes ***-oti***. The following chart gives some examples of common third conjugation verbs:

skaitýti *to read*	**klausýti** *to listen*	**žinóti** *to know*
darýti *to do*	**prašýti** *to ask*	**manýti** *to think (opinion)*

Forming the Conjugation

To conjugate these verbs to the present tense, first drop the -***yti*** or -***oti*** ending.

skaitýti → skait~~yti~~ → **skait~** *to read*	darýti → dar~~yti~~ → **dar~** *to do*
klausýti → klaus~~yti~~ → **klaus~** *to listen*	prašýti → praš~~yti~~ → **praš~** *to ask*
žinóti → žin~~oti~~ → **žin~** *to know*	manýti → man~~yti~~ → **man~** *to think (opinion)*

Then add the appropriate conjugation endings. Below is a chart of the third conjugation verb endings.

Third Conjugation	
(àš) **~au** *I*	(mẽs) **~ome** *we*
(tù) **~ai** *you*	(jũs) **~ote** *you*
(jìs/jì/jiẽ/jõs) **~o** *he/she/they/it*	

Complete Demonstration of Third Conjugation Steps

skaityti → skait~~yti~~ → **skai~** *to read*	+	(àš) ~**au**	(mẽs) ~**ome**	=	**skaitaũ**	**skaĩtome**
		(tù) ~**ai**	(jũs) ~**ote**		**skaitaĩ**	**skaĩtote**
		(jìs/jì/jiẽ/jõs) ~**o**			**skaĩto**	

Examples

Ką̃ tù **skaitaĩ**?
*What are you **reading?***

Jìs kiekvíeną diẽną **skaĩto** Mormõno Knỹgą.
He reads the Book of Mormon every day.

Common Irregular Present Tense Verbs

Many verbs are irregular: they follow one of the conjugation patterns but either the stem changes or it follows a different conjugation pattern than the verb ending indicates. Here are many common irregular verbs and their conjugations.

bũti *to be*	
(àš) **esù**	(mẽs) **ẽsame**
(tù) **esì**	(jũs) **ẽsate**
(jìs/jì/jiẽ/jõs) **yrà**	

dúoti *to give*	
(àš) **dúodu**	(mẽs) **dúodame**
(tù) **dúodi**	(jũs) **dúodate**
(jìs/jì/jiẽ/jõs) **dúoda**	

eĩti *to go (by foot)*	
(àš) **einù**	(mẽs) **eĩname**
(tù) **einì**	(jũs) **eĩnate**
(jìs/jì/jiẽ/jõs) **eĩna**	

miegóti *to sleep*	
(àš) **miegù**	(mẽs) **miẽgame**
(tù) **miegì**	(jũs) **miẽgate**
(jis/ji/jie/jos) **miẽga**	

gáuti *to receive*	
(àš) **gáunu**	(mẽs) **gáuname**
(tù) **gáuni**	(jũs) **gáunate**
(jis/ji/jie/jos) **gáuna**	

váikščioti *to walk*	
(àš) **váikštau**	(mẽs) **váikštome**
(tù) **váikštai**	(jũs) **váikštote**
(jis/ji/jie/jos) **váikšto**	

galvóti *to think*	
(àš) **galvóju**	(mẽs) **galvójame**
(tù) **galvóji**	(jũs) **galvójate**
(jis/ji/jie/jos) **galvója**	

pir̃kti *to buy*	
(àš) **perkù**	(mẽs) **peř̃kame**
(tù) **perkì**	(jũs) **peř̃kate**
(jis/ji/jie/jos) **peř̃ka**	

susitìkti *to meet*	
(àš) **susitinkù**	(mẽs) **susitiñkame**
(tù) **susitinkì**	(jũs) **susitiñkate**
(jis/ji/jie/jos) **susitiñka**	

supràsti *to understand*	
(àš) **suprantù**	(mẽs) **suprañtame**
(tù) **suprantì**	(jũs) **suprañtate**
(jis/ji/jie/jos) **suprañta**	

giedóti *to sing (hymns)*	
(àš) **giedu**	(mẽs) **giedame**
(tù) **giedi**	(jũs) **giedate**
(jis/ji/jie/jos) **gieda**	

sprę́sti *to decide*	
(àš) **sprendžiu**	(mẽs) **sprendžiame**
(tù) **sprendi**	(jũs) **sprendžiate**
(jis/ji/jie/jos) **sprendžia**	

Activities

A. Conjugation

Practice conjugating some of the first-, second-, and third-conjugation present tense verbs listed in the table below (or create your own list of verbs). For each verb, create a verb chart using all the subject pronouns. Try using different mediums for practicing (writing on a whiteboard, using sidewalk chalk, etc.). Check your answers.

1st Conjugation	2nd Conjugation	3rd Conjugation
• dìrbti *(to work)*	• noréti *(to want)*	• válgyti *(to eat)*
• atgailáuti *(to repent)*	• tikéti *(to believe)*	• sakýti *(to say)*
• galvóti *(to think)*	• galéti *(to be able)*	• žinóti *(to know)*
• sportúoti *(to play sports)*	• girdéti *(to hear)*	• mókyti *(to teach)*
• tarnáuti *(to serve)*	• myléti *(to love)*	• ieškóti *(to look for, to search)*
• studijúoti *(to study)*		• manýti *(to think, to be of the opinion)*
• sugrąžìnti *(to restore)*		• matýti *(to see)*
• liùdyti *(to testify)*		• darýti *(to do)*
• skubéti *(to hurry)*		

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Diẽvas ***atsaka**˜į maldàs.
   God answers prayers.
2. Jiẽ ***duoja** jám Mormóno Knỹgą.
   They are giving him a Book of Mormon.
3. Mẽs ***mokime** evangèlijos.
   We are teaching the gospel.
4. Mẽs ***pirkame** maĩstą pirmãdieniais.
   We buy food on Mondays.
5. Jì *susitika sù mumìs.
   She is meeting with us.
6. Kuř jũs *ėjate?
   Where are you going?
7. Mẽs *gaujame apreiškìmą bažnýčioje.
   We receive revelation at church.

C. Error Correction

Find and correct the mistakes below. Check your answers.

1. Tù gyvẽnome laimìngai.
2. Ař jìs tìko Krìstumi?
3. Kaĩp jũs màno?
4. Àš skaitaĩ Bìbliją.
5. Jiẽ nóriu válgyti.
6. Jì mýlite sàvo šeĩmą.
7. Ař Krìstus láiminame mùs?
8. Mẽs kasdiẽn atgailà.
9. Ką̃ tù žinaũ apiẽ Mormóno Knỹgą?
10. Jũs strõpiai dìrbau.

D. Translation

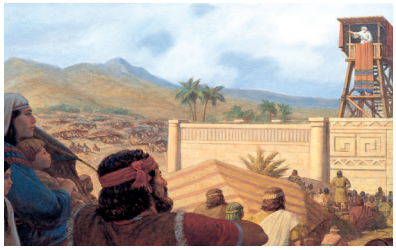
Translate the following sentences into Lithuanian. Check your answers.

1. God answers.
2. You (formal) believe.
3. Prophets teach.
4. We want.
5. She is reading.
6. I eat.
7. You (formal) search.
8. I follow.
9. We live.
10. Christ helps.
11. They (m.) follow.
12. You (informal) think.
13. You (informal) hear.
14. We work.
15. I repent.
16. God blesses.

E. Pictures

Describe what is happening in the following pictures using the present tense. Check your answers (answers may vary).

1.

2. 

3.

4.

F. Conjugation

Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. Kuõ jũs (dìrbti)?
2. Àš (noréti) padéti.
3. Diẽvas mùs (myléti).
4. Jìs (skaitýti) Mormòno Knỹgą.
5. Mẽs (sèkti) Jézumi Krìstumi.
6. Jì (žinóti), kàd Diẽvas yrà.
7. Diẽvas (láiminti) mùs.
8. Kuř jũs (gyvénti)?
9. Mẽs (mókyti) evangèlijos.
10. Jìs (atgailáuti) ùž núodėmes.
11. Tù (ieškóti) atsãkymų.
12. Àš (rašýti) láišką.

G. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. You love God.
2. We must obey.
3. Missionaries depend on the Lord.
4. I testify that we have a prophet.
5. We decide to serve the Lord.
6. Many people listen to the missionaries.
7. I teach the gospel by the Spirit.
8. We help our companions.
9. You speak Lithuanian with the Lord's help.
10. God responds when we pray.

H. Scripture Activity

Read the following scriptures and follow the directions below.

1. 2 Nèfio 25:26
2. Láiškas Hebrãjams (Hebrews) 12:6

1. There are six regular present tense verbs in 2 Nèfio 25:26. Write down each verb and check your answers. Have your companion act as a new investigator and personalize the scripture by:
   a. Teaching what the prophets do, as explained in the verse.
   b. Sharing what you do as a missionary, using the language in the verse.
   c. Explain what the current prophet does, using the verse.
2. Turn to Láiškas Hebrãjams *(Hebrews)* 12:6. There are four regular present tense verbs in this verse. Write down each verb and check your answer. Look up any words you don't know. Think of an investigator who may be going through some trials. Then use this verse and the present tense to teach your companion as if he or she were that investigator; teach about why we sometimes go through difficult times in our life as part of the principle "Diẽvas yrà mũsų mýlintis Dañgiškasis Tévas" from the first lesson.

I. Companionship Activity

Conjugation Station

Write down verbs you and your companion are working on on slips of paper. Draw two verb charts on a chalkboard or piece of paper. Select one of the slips of paper, then conjugate the verb written on it as fast as you can and try to conjugate faster than your companion. Try playing with a native.

J. Verb Practice

1. Choose three verbs and memorize their conjugations, such as the following:
    a. eĩti (to go)
    b. naudóti (to use)
    c. dalyváuti (to participate)
2. Have your companion quiz you. Conjugate each verb for each pronoun. Quiz each other a few times each day until you are comfortable using these verbs.
3. Set the verbs you have memorized aside, but go back a week later and review them to make sure you have not forgotten them.
4. Repeat this to expand your vocabulary. Use the words you have memorized in sentences.

K. Conjugation Battleship

With your companion, play a game of Conjugation Battleship. Take a piece of paper and on it draw a table with seven rows and seven columns. Write a verb at the top of each column and a personal pronoun at the left of each row, as in the table below:

	Studijúoti	**Gáuti**	**Matýti**	**Mĩrti**	**Skubéti**
Àš					
Tù					
Jìs/Jì	**X**				
Mẽs					
Jũs					
Jiẽ/Jõs					

Once the board is drawn, shade in four of the cells to place your ship. To shoot at your companion's word, conjugate a verb for one of the pronouns. For example, if you were to say *"jìs studijúoja,"* your shot would land in the space marked by an X above.

Future Tense Verbs

Examples

Mẽs **pasimeĩsime** ùž sàvo besidominčiúosius.	We **will pray** for our investigators.
Jìs kasdiẽn **matỹs** Diẽvo paláiminimus.	He **will see** God's blessings every day.
Misioniẽriai **mókys** Šventósios Dvãsios galià.	The missionaries **will teach** by the power of the Holy Ghost.

Explanation

Future tense is one of the simplest tenses to form in Lithuanian. All Lithuanian verbs conjugate the same way in the future tense. There is no future progressive tense ("will be reading," "will be swimming," etc.) in Lithuanian. Both "I will read" and "I will be reading" are formed as *Àš skaitýsiu*.

Future Tense Conjugation

To conjugate verbs to this tense, simply drop the -ti and add the following endings:

Future Conjugation	
(àš) ~siu *I*	(mẽs) ~sime *we*
(tù) ~si *you*	(jũs) ~site *you*
(jìs/jì/jiẽ/jõs) ~s *he/she/they/it*	

Below is an example of all the steps put together:

gyventi → gyventi → gyven~ *to live* + (àš) ~siu | (mẽs) ~sime; (tù) ~si | (jũs) ~site; (jìs/jì/jiẽ/jõs) ~s = gyvénsiu | gyvénsime; gyvénsi | gyvénsite; gyveñs

When the stem of the infinitive ends in "s," "š," "z," or "ž," the future form becomes respectively -s or -š, as follows:

s + s = s	kláusti + s = klaũs
š + s = š	nèšti + s = nèš
z + s = s	zirzti + s = zirs
ž + s = š	vèžti + s = vèš

Examples

grįžtì *to come back*		**nèšti** *to carry*		**kláusti** *to ask*	
(àš) **grĮ̃šiu**	(mẽs) **grĮ̃šime**	(àš) **nèšiu**	(mẽs) **nèšime**	(àš) **kláusiu**	(mẽs) **kláusime**
(tù) **grĮ̃ši**	(jũs) **grĮ̃šite**	(tù) **nèši**	(jũs) **nèšite**	(tù) **kláusi**	(jũs) **kláusite**
(jìs/jì/jiẽ/jõs) **grĮ̃š**		(jìs/jì/jiẽ/jõs) **nèš**		(jìs/jì/jiẽ/jõs) **klaũs**	

Activities

A. Conjugation

Conjugate the following verbs to future tense in a verb chart on a separate sheet of paper. Check your answers.

1. pamìršti (to forget)
2. mèsti (to throw)
3. jaũsti (to feel)
4. grĩžti (to return)
5. atléisti (to forgive)
6. vèžti (to take/bring by vehicle)
7. gáuti (to receive)
8. supràsti (to understand)
9. turéti (to have)
10. pranèšti (to inform, to announce)
11. švẽsti (to celebrate)
12. dúoti (to give)

B. Conjugation

Say each of the following sentences aloud with the correct future conjugation of the verb in parentheses. Check your answers.

1. Kã jũs (sakýti)?
2. Mẽs (liùdyti) apiẽ Diẽvą.
3. Diẽvas (apréikšti) tiẽsą.
4. Tù (klausýti) mũsų žiniõs.
5. Àš (ateĩti) ĩ veĩklą.
6. Žmónės (nusidéti).
7. Ar̃ tù (atveř sti) tã knỹgą?
8. Àš (pasitikéti) Dievù.
9. Mẽs (galvóti) apiẽ įsãkymus.
10. Mẽs (atlìkti) gẽrą dárbą.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Diẽvas ***mýli** mùs amžinaĩ.
   *God **will love** us forever.*
2. Kã jũs ***darỹs** rytój?
   What will you do tomorrow?
3. Jìs ***apréikšti** mùms tiẽsą.
   *He **will reveal** to us truth.*
4. Jũs ***turéti** galimýbę tarnáuti.
   *You **will have** the opportunity to serve.*
5. Diẽvas ***paláiminsite** màno besìdominčiuosius.
   *God **will bless** my investigators.*
6. Kaĩp jìs ***sužinósi** kàd evangèlija bùvo sugrąžìnta?
   How will he find out that the gospel was restored?
7. Kàs ***gyvénsiu** sù Dievù?
   *Who **will live** with God?*
8. Mẽs ***skaitýsite** lankstinùką.
   *We **will read** a brochure.*
9. Tù ***pasitikésiu.**
   *You **will trust.***

D. Error Correction

Find and correct the mistakes below by conjugating the verbs in each sentence correctly to the future tense. Check your answers.

1. Ar̃ jūs **skaitote** šią eilùtę?
2. Mẽs **mokys** daũg pamokų rytój.
3. Kadà jìs **sugrį̃žote** nãmo?
4. Ar̃ tù **galėsime** dúoti Mormòno Knỹgą sàvo draũgui?
5. Krìstus **leĩdžia** mùms atgailáuti.
6. Diẽvas **apreikšite** tiẽsą.

E. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. We will be going.
2. You (informal) will listen.
3. God will reveal.
4. We will be receiving more Book of Mormons.
5. She will do.
6. I will pray.
7. You (formal) will testify.
8. I will be coming.
9. We will trust.
10. Christ will allow.
11. They (feminine) will sin.
12. She will be speaking.
13. I will think.
14. You (informal) will say.
15. He will open a book. (atversti—to open a book)
16. God will bless.

F. Hymn Activity

Study the words to the hymn "Viẽšpaties vaikaĩ, visì" ("Come, Ye Children of the Lord"), paying special attention to the use of the future tense. Look up any words you don't know in the hymn and memorize them. Check your answers for future tense verbs used in this hymn.

G. Memorize

Memorize three commitments you may want to extend in your next lesson. Refer to *Preach My Gospel* to make sure you use the future tense correctly.

H. Pictures

Describe what will happen in the following pictures using the future tense. Check your answers (answers may vary).

1.

2.

3.

I. Companionship Activity

Planning

Nightly plan in Lithuanian. State all your plans for the next day in the future tense.

Extend an Invitation

Think of an invitation that you will be extending in an upcoming lesson. With your companion, practice teaching the principle, extending the invitation, and promising blessings. Think about the specific blessings you will promise to the investigator. Focus on your use of the future tense.

Extend an Invitation

With your companion, think of five invitations that you extend often. Practice extending the invitations in different ways using different verbs in the future tense. Extend each invitation in at least three different ways. Try to use both regular and irregular verbs.

Set Goals

Tell your companion about some of the goals you will achieve this week. Include both language and personal study goals. Have him or her give you feedback on how well you used the future tense.

Prepare a Baptismal Service

As a companionship, plan out the things that you will do to prepare a baptismal service. Focus on using the future tense.

Past Tense Verbs

Examples

Mẽs **méldėmes** ùž sàvo besìdominčiuosius.	We **prayed** for our investigators.
Jìs kasdiẽn **matỹdavo** Diẽvo paláiminimus.	He **saw** God's blessing every day.
Misioniẽriai **mókė** Šventósios Dvãsios galià	Missionaries **taught** by the power of the Holy Ghost.

Explanation

Lithuanian has two common verb conjugation patterns in the past tense. These patterns are not the same as the present tense conjugation patterns. There is no past progressive tense ("was running," "were swimming," etc.) in Lithuanian. Both "I watched" and "I was watching" are formed as *Àš žiūrẽjau.*

The past tense can be either **simple** past or **frequentative** past.

Simple past: when the action already happened.

Frequentative past: when the action in the past was performed repeatedly.

Simple Past

First Conjugation Pattern

First conjugation verbs include many verbs that end in *-ti, -auti, -uoti, -ėti,* and *-oti.* To conjugate these verbs to the past tense, drop the *-ti* ending and add the appropriate conjugations. The chart below shows the first conjugation verb endings:

First Conjugation	
(àš) **~au** *I*	(mẽs) **~ome** *we*
(tù) **~ai** *you*	(jũs) **~ote** *you*
(jìs/jì/jiẽ/jõs) **~o** *he/she/they/it*	

Below is an example of all the steps put together:

gyvénti → gyventi → **gyven~**
to live

	(àš) **~au**	(mẽs) **~ome**		**gyvenaũ**	**gyvẽnome**
+	(tù) **~ai**	(jũs) **~ote**	=	**gyvenaĩ**	**gyvẽnote**
	(jìs/jì/jiẽ/jõs) **~o**			**gyvẽno**	

Note that for verbs that end in *-uoti* and *-auti,* the *-uo* and *-au* will change to become *-av* before adding the final ending.

važiúoti → važi~~uoti~~ → **važi~**
to go

		(àš) **~au**	(mẽs) **~ome**		**važiavaũ**	**važiãvome**
+	**~av** +	(tù) **~ai**	(jũs) **~ote**	=	**važiavaĩ**	**važiãvote**
		(jìs/jì/jiẽ/jõs) **~o**			**važiãvo**	

Also note that verbs that end in *-ėti* and *-oti* will add a **-j** before adding the final ending.

noréti → norėti → **norė~** *to want*	+	**~j**	+	(àš) **~au**	(mẽs) **~ome**	=	**norėjau**	**norėjome**
				(tù) **~ai**	(jũs) **~ote**		**norėjai**	**norėjote**
				(jìs/jì/jiẽ/jõs) **~o**			**norėjo**	

Second Conjugation Pattern

Second conjugation verbs include many verbs that end in *-yti.* To conjugate these verbs to this tense, drop the *-yti* ending and add the appropriate conjugations. The chart below shows the second conjugation verb endings:

Second Conjugation	
(àš) **~iau** I	(mẽs) **~ėme** *we*
(tù) **~ei** *you*	(jũs) **~ėte** *you*
(jìs/jì/jiẽ/jõs) **~ė** *he/she/they/it*	

Below is an example of all the steps put together:

mókyti → mok~~yti~~ → **mok~** *to teach*	+			(àš) **~iau**	(mẽs) **~ėme**	=	**mokiaũ**	**mókėme**
				(tù) **~ei**	(jũs) **~ėte**		**mókei**	**mókėte**
				(jìs/jì/jiẽ/jõs) **~ė**			**mókė**	

Frequentative Past

The use of frequentative past tense indicates that the verb placed in this tense was performed often in the past. In English, this is often (but not always) expressed as "used to," as in "He used to pray." It is also used in English by the word "would," as in "He would often read his scriptures before bed."

To conjugate using the frequentative past tense, drop the *-ti,* regardless of the type of verb, add *-dav,* then add the first past conjugation endings.

dìrbti → dirb~~ti~~ → **dirb~** *to work*	+	**~dav**	+	(àš) **~au**	(mẽs) **~ome**	=	**dìrbdavau**	**dìrbdavome**
				(tù) **~ai**	(jũs) **~ote**		**dìrbdavai**	**dìrbdavote**
				(jìs/jì/jiẽ/jõs) **~o**			**dìrbdavo**	

Common Irregular Past Tense Verbs

Many past tense verbs have stem changes. A few of the most common past tense verbs with stem changes are shown below.

būti *to be*		**dúoti** *to give*		**eĩti** *to go (by foot)*	
(àš) **buvaũ**	(mẽs) **bùvome**	(àš) **daviaũ**	(mẽs) **dãvėme**	(àš) **ėjaũ**	(mẽs) **ẽjome**
(tù) **buvaĩ**	(jũs) **bùvote**	(tù) **daveĩ**	(jũs) **dãvėte**	(tù) **ėjaĩ**	(jũs) **ẽjote**
(jìs/jì/jiẽ/jõs) **bùvo**		(jìs/jì/jiẽ/jõs) dãvė		(jìs/jì/jiẽ/jõs) **ẽjo**	

iḿti *to take*		**supràsti** *to understand*		**vèsti** *to lead/to marry*	
(àš) **ėmiaũ**	(mẽs) **ẽmėme**	(àš) **suprataũ**	(mẽs) **suprãtome**	(àš) **vedžiaũ**	(mẽs) **vẽdėme**
(tù) **ėmeĩ**	(jũs) **ẽmėte**	(tù) **suprataĩ**	(jũs) **suprãtote**	(tù) **vedeĩ**	(jũs) **vẽdėte**
(jìs/jì/jiẽ/jõs) **ẽmė**		(jìs/jì/jiẽ/jõs) **suprãto**		(jìs/jì/jiẽ/jõs) **vẽdė**	

Activities

A. Conjugation

Conjugate the following verbs in past tense and frequentative past tense in a verb chart on a separate sheet of paper. Check your answers.

1. mókyti *(to teach)*
2. dìrbti *(to work)*
3. válgyti *(to eat)*
4. girdéti *(to hear)*
5. myléti *(to love)*
6. gyvénti *(to live)*
7. manýti *(to think, to be of the opinion)*
8. paláiminti *(to bless)*
9. skaitýti *(to read)*
10. atgailáuti *(to repent)*
11. noréti *(to want)*
12. ieškóti *(to search)*
13. tikéti *(to believe)*
14. atsakýti *(to answer)*
15. žinóti *(to know)*

B. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. God answered us.
2. You *(informal)* believed in Christ.
3. Prophets wrote scriptures.
4. We worked.
5. She read the book of Alma.
6. You *(informal)* chose the correct path.
7. I received a testimony.
8. We lived at home.
9. Christ helped the poor.
10. They loved Heavenly Father.
11. You *(formal)* gave me a Book of Mormon.
12. You *(formal)* came to church.
13. We taught many investigators today.
14. God promised us many blessings.

C. Conjugation

Say each of the following sentences aloud with the correct past conjugation of the verb in parentheses. Check your answers.

1. Kõ jũs (mókyti)?
2. Diẽvas (paláiminti) prãnašus.
3. Diẽvas mùs (myléti).
4. Jì (skaitýti) Mormõno Knỹgą.
5. Mẽs (noréti) dalyváuti.
6. Diẽvas (atsakýti) į̃ màno maĩdą.
7. Kuĩ jũs (gyvénti)?
8. Tù sènai (tikéti).
9. Jiẽ (atgailáuti) dẽl sàvo núodėmių.
10. Ar̃ jũs (ieškóti) atsãkymo?

D. Questions

Translate the following questions into Lithuanian. Check your answers.

1. Did he see God?
2. When did you *(informal)* pray?
3. What did he give?
4. Where did we go?
5. Where did she work?
6. What chapter did you *(formal)* read?
7. Did your *(female)* companion wait for you *(informal)*?
8. What did they sing?

E. Translation

Translate the following sentences using frequentative past tense. Check your answers.

1. I used to read my scriptures in the evenings.
2. My brother used to teach Gospel Doctrine class.
3. My family used to serve the homeless.
4. Throughout the lessons, he would answer often.
5. You *(formal)* would travel to Vilnius to help missionaries.
6. I used to serve in the temple two times a month.
7. Aurelija's grandma used to sing in the choir.

F. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jì ***métei** rūkýti praeitaĩs mẽtais.
   *He **quit** smoking last year.*
2. Diẽvas ***sugrąžìnto** sàvo evangèliją.
   *God **restored His gospel.***
3. Mẽs ***tarnaujome** Póvilui pirmãdienį.
   *We **served** Povilas on Monday.*
4. Àš ***gaujau** liùdijimą Šventąja Dvasià.
   *I **received** a testimony by the Holy Ghost.*
5. Ar̃ jũs ***skaitýti** Mormòno Knỹgą?
   *Did you **read** the Book of Mormon?*

G. Error Correction

Find and correct the mistakes, if they exist. Check your answers.

1. Jũs norėjite ateĩti į̃ bažnýčią.
2. Àš skaitiaũ skỹrių apiẽ tikėjimą.
3. Tù íeškai Jėzaus.
4. Jìs gyvẽnė Lietuvojè.
5. Kàs sẽko Krìstumi?
6. Misioniẽriai strõpiai dìrbė.
7. Šventóji Dvasià tỹliai atsãki.
8. Diẽvas móko mùs peř prãnašus.
9. Jõs žinójė apiẽ evangèliją.
10. Tù manaĩ ,kàd Mormóno Knygà yrà tikrà?
11. Jũs netikėjėte priẽš metùs, kàd Diẽvas yrà.
12. Ař Rasà atgailáujo?

H. Pictures

Describe what has happened in the following pictures, using the past tense. Check your answers (*answers may vary).*

1.
2.
3.
4.
5.

I. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions below. Pay attention to how the past tense is used in each verse. Check your answers.

1. 1 Nèfio 3:27
2. Álmos 46 Introduction
3. Álmos 43:5

1. What words are in past tense? What do they mean and what cases do they force?
2. Take every verb that is in present or future tense and put it in past tense.
3. Translate Álmos 43:5 from English to Lithuanian.

J. Report

At the end of the week during your report to the district leader, describe, in Lithuanian, the activities, successes, and/or struggles of the previous week. Ask for feedback.

K. Conjugation

Choose a verb that you are currently memorizing. Conjugate the verb into the present tense, then have your companion say the past tense of the same verb. Then have your companion say a verb he or she is working on in the present tense, and you conjugate it into past tense. Practice back and forth until you and your companion have practiced all your verbs.

L. Plan

Review your planner during nightly planning. Summarize your day to your companion, paying special attention to the correct use of past tense.

M. Conjugation Station

Write down verbs you and your companion are working on on slips of paper. Draw two verb charts on a chalkboard or piece of paper. Select one of the slips of paper, then conjugate the verb written on it as fast as you can and try to conjugate faster than your companion. Try playing with a native.

Instrumental Case

Examples

Mẽs **autobusù** važiãvome pàs Giñtarą.	We **took the bus** to Gintaras's home.
Sù Diẽvo **pagálba** misioniẽriai gãli suràsti tuõs, kuriẽ íešk̃o tiesõs.	**With** God's **help**, the missionaries can find those who are searching for truth.
Kiekvienaĩs mẽtais naujì misioniẽriai važiúoja į̃ Líetuvą.	**Every year**, new missionaries go to Lithuania.

Instead of using the preposition "with" (***sù***) to express the idea "by the means of," you simply put the word into the instrumental case. That being said, ***sù*** is the most common reason to use instrumental case, but be careful not to use it when it is not needed.

Examples

Àš šį̃ láišką parašýsiu **tušinukù**.
*I will write this letter **by the means of (with) a pen.***

Mẽs **pėsčiomìs** eĩsime į̃ bažnýčią.
*We will go to church **by foot.***

Explanation

The instrumental case is used in many different instances:

- **"By the means of."**
- To sometimes express the idea of **"in"** in a nonliteral way. Examples: "A belief **in**," "**in** his time," etc.
- Expresses **time** in **years** or in **regular occurrences.**
- Indicates the place **along which** or through which **something is moving.**
- Certain **verbs and prepositions require** this case.

Noun Endings

This table shows both singular and plural endings of the instrumental case.

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m)	-uo(f)
Instrumental Singular	-u	-iu*	-iu*	-umi	-a	-e	-ia*	-imi	-eniu	-erimi
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys (m)	-erys (f)
Instrumental Plural	-ais	-iais*	-iais*	-umis	-omis	-emis	-iomis	-imis	-enimis	-erimis

***Note** the spelling rule: **"t"** or **"d"** cannot be followed by **"i + a, u, o."** If so, **"t"** becomes **"č"** and **"d"** becomes **"dž."**

Expressing Nonliteral "in"

Instrumental case is often used to express the idea "in" when talking about nonliteral expressions of location.

Examples

Diẽvas atsãko sàvo **būdù** iř sàvo **laikù**.
*God answers **in His own way** and **in His own time.***

Àš tikiù **Dievù**.
*I believe **in God.***

Savaĩs žõdžiais pasakýkite mán ką jùms réiškia šì eilùtė.
*Tell me what this scripture means to you **in your own words.***

Years and Regular Expressions of Time

Instrumental case is used when you want to say that something happened in a certain **year.** The instrumental plural case is also used if an event happens **repeatedly** or **regularly** at a certain time.

Examples

Tũkstantis aštuonì šimtaĩ **dvidešimtaĩs mẽtais**, Diẽvas iř Jézus Krìstus pasiródė Džòzefui Smìtui.
*In **1820**, God and Jesus Christ appeared to Joseph Smith.*

Mūsų pãmaldos vỹksta **sekmãdieniais**.
*Our Church services happen **every Sunday** (on Sundays).*

Šiomìs dienomìs yrà daũg bažnýčių pasáulyje.
***These days,** there are a lot of churches in the world.*

Personal Pronouns

These tables show both nominative and instrumental pronouns.

Nominative		Instrumental	
àš *I*	mẽs *we*	manimì	mumìs
tù *you*	jũs *you*	tavimì	jumìs
jìs, jì *he, she*	jiẽ, jõs *they*	juõ, jà	jaĩs, jomìs

***Note:** There is no literal translation for personal pronouns in instrumental case.

Uses of the Instrumental Case

The following instances are cases when the instrumental case is used.

"By the means of"

Instead of using the preposition "with" (***sù***) to express the idea "by the means of," you simply put the word into the instrumental case. That being said, ***sù*** is the most common reason to use instrumental case, but be careful not to use it when it is not needed.

Examples

Àš šį láišką parašýsiu **tušinukù.**
*I will write this letter **by the means of (with) a pen.***

Mẽs **pėsčiomìs** eĩsime į bažnýčią.
*We will go to church **by foot.***

Certain Verbs Require This Case

Below is a list of verbs that force the instrumental case.

abejóti	*to doubt*	**pasitikéti**	*to trust*
domėtis	*to be interested in*	**pasikliáuti**	*to rely on*
didžiúotis	*to be proud of*	**rūpintis**	*to take care of*
džiaũgtis	*to be happy with*	**stebėtis**	*to be amazed*
gėrėtis	*to be delighted with*	**tàpti**	*to become*
naudótis	*to make use of*	**užsiim̃ti**	*to do/ to be occupied with*
pasidalìnti	*to share*	**žavėtis**	*to be charmed by*

Examples

Misionierìai susitìks sù Tãdu, kurìs **dõmisi** mūsų **bažnýčia**.
*The missionaries will meet with Tadas, who is **interested in our Church.***

Kuõ misionierìai **užsìima**?
***What** do missionaries **do**?*

Jiẽ **pasidalìna žinià** apiẽ Jėzų Krìstų ir̃ **tam̃pa įrankiais** Diẽvo rañkose.
*They **share a message** about Jesus Christ and become instruments in God's hands.*

Note: *bũti can also force instrumental case when ***bũti*** could replace ***tàpti*** in a sentence.

Example

Aš noriu **bũti (tàpti)** misionieriumi.
*I want to **be (become)** a missionary.*

Certain Prepositions Require This Case

Below is a list of verbs that force the instrumental case.

põ	*under*	**sulìg**	*as far as, according to*
sù	*with*	**tiẽs**	*opposite, in front of*

Examples

Põ tavimì gùli knygà.
*There is a book lying **under you.***

Àš eĩsiu **sù tavimì.**
*I will go **with you.***

Asking Questions

Kuõ, like the other case-related question words, is a variation of the English question words "with whom" and "with what." *Kuõ* is used whenever the answer to the question would be in the instrumental case because of a verb, a preposition, or the situation.

Examples

Kuõ jũs taĩ rãšote?
***What** did you write that with?*

Kuõ jũs dìrbate?
***What** do you do for a living?*

Sù **kuõ** mẽs eĩsime?
***Who** are we going with?*

Activities

A. Decline

Decline each pair of singular and plural forms of nouns into instrumental case. Check your answers.

1. Nãmas *(m.)* Namaĩ
2. Lėlẽ *(f.)* Lẽlės
3. Jėzus *(m.)* -
4. Galvà *(f.)* Gálvos
5. Stãlas *(m.)* Stalaĩ
6. Knygà *(f.)* Knỹgos
7. Katẽ *(f.)* Kãtės

B. Translation

Finish translating the following sentence by using the instrumental form of each of the following words.

Mẽs eĩsime/važiúosime . . .

We will go by the means of . . .

1. Bus
2. Car
3. Foot
4. Bike
5. Street

C. Translation

Finish translating the following sentence using the correct subject pronoun represented by each description.

Eĩname pakalbėkime sù . . . *(mission president)* **juõ**.

Eĩname pakalbėkime sù . . .

Let's go to talk with . . .

1. Him
2. Old lady carrying groceries
3. Branch president
4. Woman approaching you on the street
5. Missionaries
6. A mom and her daughter
7. Two young men
8. Her
9. Young male college student
10. Them *(f. plural)*
11. Them *(m. plural)*
12. Two moms taking a walk
13. A dad and his two kids
14. The Relief Society president
15. Old man on a park bench

D. Decline

Decline each pair of singular and plural forms of nouns into instrumental case. Check your answers.

1. Sūnùs *(m.)* Sū́nūs
2. Brólis *(m.)* Bróliai
3. Arklỹs *(m.)* Arkliaĩ
4. Žmogùs *(m.)* Žmónės
5. Misioniẽrius *(m.)* Misioniẽriai
6. Audrỹs *(m.)* Audriaĩ

E. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Mẽs sù sàvo ***pórininkas** sténgiamės mókyti ***dvãsios**.
   *My companion and I try to teach by the **Spirit**.*
2. Nèfis bùvo mùštas ***lazdų̃**.
   *Nephi was beaten by **(the means of) a stick.***
3. Kęstùtis ***autobùso** važiúoja į̃ bažnýčią.
   *Kęstutis goes to church **by bus.***
4. Mẽs įveĩkiame sunkumùs Viẽšpaties ***gãlios**.
   *We overcome our difficulties **by the power** of the Lord.*
5. Jũs tùrite myléti sàvo besìdominčiuosius visà ***širdìs**.
   *You have to love your investigators with **(by the means of)** all your **heart.***

F. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Rytój mùms reikẽs važiúoti autobùsas į̃ pãmoką.
2. Pirmãdienio mẽs tùrime šeimõs vãkarą.
3. Àš noréčiau sù jumìs pasidalìnti šią eilùtėje.
4. Tiẽs šiuõ kẽlias jũs gãlite ràsti parduotùvę.
5. Mẽs sù sàvo pórininkas mégstame žaĩsti krepšìnį.
6. Mẽs tùrime rų̃pintis víenas kìtas.

G. Fill In the Blank

Insert the appropriate word in instrumental case. Check your answers.

1. Diẽvas atsãko sàvo _____ iř sàvo _____.
   (bũdas) *(laĩkas)*
2. Mẽs tìkime _____.
   (Jėzus Krìstus)
3. _____, mẽs pasìtikime.
   (Diẽvas)
4. Audrỹs tarnáuja skỹriaus _____.
   (prezideñtas)
5. Dvasià nèkalba garsiù _____.
   (baĩsas)

H. Multiple Choice

Circle the correct answer for each question. Check your answers.

1. Kaĩ mẽs ẽsame paklùsnūs, mẽs tam̃pame Krìstaus____.
   a. vaikùs
   b. vaikaĩs
   c. vaikū̃
   d. vaikaĩ
2. Diẽvas gẽrisi mū́sų____.
   a. pastangomìs
   b. pãstangą
   c. pãstangas
   d. pãstangos
3. Mùms reĩkia pasikliáuti____.
   a. dvãsiai
   b. dvãsioms
   c. dvãsią
   d. dvasià
4. Mañtas ateĩna sù sàvo____.
   a. močiùtė
   b. močiutè
   c. močiùtei
   d. močiùtę
5. Sulìg_____, Krìstus vẽl ateĩs.
   a. pranašỹstėse
   b. pranašỹstėje
   c. pranašystè
   d. pranašỹstę
6. Gìntarė dõmisi ____.
   a. evangèlija
   b. evangèlijos
   c. evangèliją
   d. evangèlijai
7. Àš stebiúosi Diẽvo ____.
   a. malónė ĩr gailestingùmo
   b. malóne ĩr gailestingumù
   c. malónę ĩr gailestingumù
   d. malóne ĩr gailestingùmo
8. Jìs slẽpėsi põ____.
   a. stalù
   b. stãlas
   c. stãlą
   d. stalùs

I. Decline

Decline each pair of singular and plural forms of nouns into instrumental case. Check your answers.

1.	Mẽdis *(m.)*	Mẽdžiai	5.	Dantìs *(f.)*	Dañtys
2.	Martì *(f.)*	Marčios	6.	Akmuõ *(m.)*	Ãkmenys
3.	Akìs *(f.)*	Ãkys	7.	Sesuõ *(f.)*	Sẽserys
4.	Šalìs *(f.)*	Šãlys	8.	Šuõ *(m.)*	Šùnys

J. Translation

Translate these expressions of time into Lithuanian. Check your answers.

1. In the year* 1820
2. On Sundays
3. Sometimes
4. Next year*
5. These days
6. In the evenings
7. This year*
8. On the weekends

***Note:** *Mẽtai* (“year”) is always plural.

K. Translation

Translate these sentences into Lithuanian, drawing special attention to the use of instrumental case. Check your answers.

1. In what way can we help you *(formal)*?
2. What do you *(informal)* want to become?
3. Under what did he put the letter?
4. Whom are we meeting with this evening?
5. What is she interested in?
6. Whom does God care for?
7. What is he proud of?
8. Whom does Antanas live with?
9. In what way does God answer?
10. In what position is he serving?

L. Insert the Correct Verb

Insert the correctly conjugated verb that forces the instrumental case in the correct sentence. Check your answers.

abejóti	rūpintis	džiaũgtis	tàpti	pasidalìnti	naudótis	užsiim̃ti	pasitikéti

1. Kartaĩs ateĩna laĩkas kaĩ tù pràdedi _____ sàvo tikėjimu.
   Sometimes, there comes a time when you start to doubt your faith.
2. Mẽs _____ jumìs iř kàd jũs laikýsitės šių įsãkymų ikì jũsų krìkšto.
   We trust you and that you will keep these commandments until your baptism.
3. Põ tõ kaĩ àš išėjaũ ìš vandeñs àš jaučiaũsi apvalýta iř norėjau tìk _____gyvẽnimu .
   Right after I came up from the water, I felt cleansed and just wanted to enjoy life.
4. Priimdamì evangèliją mẽs gãlime _____ naujù žmogumì.
   By receiving the gospel, we can become a new person.
5. Àš nóriu _____šià žinià sù visù pasáuliu!
   I want to share this message with the whole world!
6. Põ sàvo mìsijos àš _____ mókslais.
   After my mission, I will occupy myself with studies.
7. Ař jùs gãlite mán paródytı kaĩp _____ šiuõ telefonù?
   Can you show me how to use this phone?
8. Àš labaĩ gerbiù jùs ùž taĩ kaĩp jùs _____sàvo šeimà.
   I really respect you for how you take care of your family.

Verb Prefixes and Suffixes

Examples

Mẽs rytój **užsùksime** pàs Dariũ priẽš bažnýčią.	We will **stop by** Darius's house tomorrow before church.
Jõ šeimà **susireñka** pirmãdienio vakaraĩs.	His family **gathers** together Monday evenings.
Misioniẽriai **išlìps** ìš autobùso priẽ sàvo namũ.	The missionaries will **get off** the bus next to their home.

Explanation

A **prefix** can be added to most Lithuanian verbs. **Prefixes** usually change or modify the meaning of the word, and the same **prefix** can give different meanings. A **prefix** may indicate any of the following characteristics:

- Duration of time
- Beginning or completion of an action
- Intensity of an action

A **suffix** is an ending that can slightly change the meaning of the word. Knowing how the **suffixes** work can be helpful in determining how a verb is changed depending on its ending.

Prefixes

The chart below provides the some common prefixes and their ordinary meanings:

Prefix	Meaning(s)	Examples
***at-**	Motion towards the speaker Action is reversed from its original direction	*atnèšti*—to bring *atidúoti**—to give back, to return
į-	Motion into something	*įnèšti*—to bring in *įtráukti*—to pull or drag in
nu-	Motion away from the speaker Separation from something Direction down from somewhere	*nueĩti*—to go away *nupjáuti*—to cut off *nulìpti*—to climb down
iš-	Motion out of something A thorough or complete action Comprehensive completion	*išlìpti*—to climb out, to get out *išmókti*—to learn thorougly, to master *išláužyti*—to break up everything
per-	Across, over, through Separation Repetition	*pérlipti*—to climb over *pérskaityti*—to read through *pérlaužti*—to break in pieces *pérskambinti*—to call back, to redial
pa-	Completion of an action A lack of intensity A short duration of time	*pasakýti*—to say *padirbêti*—to work a little *paskaitýti*—to read for a little while
pra-	Motion through or past something The beginning of an action	*pramùšti*—to beat through *praeĩti*—to pass by *prakalbêti*—to begin to speak
su-	A gathering or coming together	*sueĩti*—to come together *sudêti*—to put together
už-	Motion behind Motion going up or from above	*užeĩti*—to come inside *užlìpti*—to climb up (on the roof)

***Note:** When placed before a verb beginning with "t" or "d," "at" takes on an additional "i."

The prefixes listed above have other meanings besides the ones listed. Do not try to create words based on your knowledge of prefixes and verbal roots. Rather, use the prefixes above to grasp a better understanding of the words you find that have these prefixes.

Prefixes of Motion Verbs

When prefixes are added to verbs of motion *(eĩti, važiúoti, bėgti, etc.)*, the prefix affects the direction of the motion. The chart below provides an explanation of the meanings of each of these prefixes when connected to a motion verb.

	Prefix	Preposition	Example
	iš-	ìš- (from) + Gen. liñk (toward) + Gen. į̃ (to) + Acc.	Pētras išvažiãvo ìš bažnýčios. Rytój, jì išvažiuõs ìš Klaĩpėdos. Antãnas išvỹksta į̃ Amèriką.
	į-	į̃ (to) + Acc.	Pētras įlìpo į̃ autobùsą.
	at-	pàs (at the home of) + Acc. sù (with) + Inst. į̃ (to) + Acc.	Pàs mùs atvažiãvo mūsų giminẽs. Pētras atvažiãvo sù sàvo šeimà. Mẽs atvỹkome į̃ Líetuvą priẽš metùs.
	nu-	į̃ (to) + Acc. sù (from) + Gen.	Džòzefas nuẽjo į̃ mìšką. Pētras nuvažiúoja nuõ tùnelio.
	per-	peř (across) + Acc.	Pētras pérvažiavo peř rãstą.
	pra-	prõ (through/across) + Acc peř (across) + Acc.	Mẽs greĩtai praeĩsime prõ parduotùvę. Gìntarė pravažiãvo peř miẽstą.
	už-	pas (at the home of) + Acc. į̃ (to) + Acc. añt (on top of) + Gen.	Mẽs užvažiúosime pàs Antãną. Vaikaĩ užbėgo į̃ parduotùvę. Jìs užlìpo añt kálno.
	ap(i)-	apliñk (around) + Acc.	Gabriẽlė nóri apskrìsti apliñk pasáulį.

Other Prefixes That Can Be Used with Motion Verbs

- **pa-** With the verbs of motion, this prefix denotes a short duration of action or lack of intensity.

  Mẽs **pa**važiãvome kelìs kilometrùs iř sustójome.

  We rode for a couple kilometers and stopped.

- **su-** With the verbs of motion, this prefix denotes some kind of gathering or getting together.

  Į Kaũną **su**važiãvo misioniẽriai ìš visų miẽstų.

  Missionaries from all of the cities gathered (by traveling) in Kaunas.

- **nebe-** When it is connected to the word, it says that an action is no longer performed.

  Mẽs jaũ **nebe**važiúojame į Vìlnių kàs saváitę.

  We are not going to Vilnius every week ***anymore*.**

- **tebe-** When it is connected to the word, it says that motion occurred and is still occurring.
- Diẽvas **tebe**mýli mùs.
- God ***still*** loves us.

Prefixes and Reflexive Verbs

If a reflexive verb gains a prefix, then the structure of the word changes. The reflexive part will no longer be seen at the end, but rather right after the prefix and before the verb.

Examples

meĩstis	→	pasimeĩsti
kalbétis	→	susikalbéti
jaũstis	→	nesijaũsti

Suffixes

Sometimes, different verb endings, or "suffixes," can slightly alter the meaning of a word. The two most commonly used examples are *-ėti* and *-inti* endings. ***-ėti,*** the intransitive ending, denotes that a verb is done by oneself, and does not involve others. ***-inti,*** the transitive ending, is most often followed by a direct object in the accusative case and denotes acting on something else. Knowing how these two endings differ will help you understand the meaning of many words.

-ėti	**-inti**
drebéti to shake/to tremble	**drẽbinti** to shake something/to make something tremble
kalbéti to speak	**kálbinti** to contact, to start a conversation with
aiškéti to become clear	**áiškinti** to make clear
artéti to come closer	**ařtinti** to bring closer
dègti to burn, as in "The chair is burning."	**dẽginti** to burn, as in "He burned the chair."
geréti to become better	**gẽrinti** to make something better

From these examples, ***drebêti*** is used when something is shaking or trembling. There is no noun that is affected following the verb. ***Drẽbinti*** is used when a subject is shaking something else. In this case, there is a noun following the use of ***drẽbinti*** that is affected.

Examples

Ĩr bùvo taĩp. kàd pamãtęs màno brólius, Labãno tařnas pradéjo **drebéti** . . .
And it came to pass that when the servant of Laban beheld my brethren he began to tremble… (1 Nèfio 4:30)

. . . Ĩr jõ vardù jiẽ galéjo **drẽbinti** žẽmę . . .
. . . and in his name could they cause the earth to shake . . . (Mormòno 8:24)

-*inėti* and -*ioti* Verbal Suffixes

The suffixes ***-ioti*** and ***-inėti*** are peculiar in the sense that they make new verbs from other verbs by altering the suffix. *-ioti* usually means to do something back and forth, and *-inėti* usually means to do something multiple times. A classic example is *susitìkti*. *Susitìkti* means to meet, while *susitikinêti* means to date steadily or meet multiple times.

bégti to run	**bėgióti** to run back and forth	**bėginéti** to run back and forth frequently, for short distance; to scurry around
vèžti to transport, to give a ride	**vežióti** to give a ride, transport back and forth	**vežinéti** to transport back and forth
šókti to jump, to dance	**šókčioti** to jump up and down	**šokinéti** to jump around
nèšti to carry	**nešióti** to wear	**nešinéti** to bring back and forth
plaũkti to swim	**pláukioti** to swim back and forth	**plaukinéti** to tarry around swimming
lìpti to climb	**láipioti** to climb up and down	**lipinéti** to keep climbing all over

Activities

A. Infer

Infer the meaning of the verb in each of the following sentences using what you already know of the basic meaning of the prefix. Check your answers.

1. Mán **nebe**reĩkia (*reikêti*—"to need") bijóti kalbéti apiẽ evangèliją sù kitaĩs.
2. Jìs **nu**lìpo (*lìpti*—"to climb") nuõ tvorõs.
3. Mẽs táu **per**skam̃binsime (*skam̃binti*—"to call").
4. Mẽs **iš**važiúosime (*važiúoti*—"to go by wheels") ketvirtãdienį.
5. Jìs **àt**nešė (*nèšti*—"to carry") mùms daũg maĩsto.
6. Àš **su**žinójau (*žinóti*—"to know"), kàd šì bažnýčia yrà tikrà.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jézus ***àpmirė*** ùž mùs.
   *Jesus **died** for us.*
2. Àš negaliù ***įsakýti*** ĩ jûsų kláusimą.
   *I cannot **answer** your question.*
3. Mẽs ***įvažiãvome*** iš bažnýčios.
   *We **left** (drove) from church.*
4. Jìs ***apsãkė*** mán, kàd mẽs nespésime ĩ sẽkantį autobùsą.
   *He **told** me that we will be late for the next bus.*
5. Mán bùvo labaĩ sunkù ***įlìpti*** iš lėktùvo.
   *It was very hard for me to **get off** the airplane.*
6. Mùms reĩkia ***apsùkti*** pàs Grẽtą.
   *We need to **stop by** Greta.*
7. Mẽs ***užsireñkame*** kiekvíeną saváitę.
   *We **gather** every week.*
8. Mán reikėjo ***pamókti*** kaĩp skaitýti lietùviškai.
   *I needed **to learn how to** read in Lithuanian.*

C. Error Correction

Find and correct the mistakes below by checking if the verbs have the right prefixes. Check your answers.

1. Jézus išmokėjo mûsų núodėmes.
2. Mañtas labaĩ greĩtai išlìpo ĩ autobùsą.
3. Jìs turėjo nueĩti ketviřtą vãlandą, bèt mẽs taĩp jõ iř nesuláukėme.
4. Ař jũs galétumėte mán išdéti?
5. Jìs pasãkė, kàd jìs mùms įskamb̃ins.
6. Kaĩp tù greĩtai įáugai!
7. Diẽvas labaĩ daũg sudãrė dẽl mûsų.
8. Mẽs norétume sušvéntinti jûsų namùs.

D. Translation

Translate these sentences into Lithuanian by using the correct suffixes or prefixes. Check your answers.

1. I am tired of running (back and forth).
2. I need to start saving money.
3. We really want to serve you and your family.
4. I will need to think about this later.
5. I like to wear a suit every day.
6. Mantas likes to swim every morning.
7. My legs hurt from climbing those stairs every day.
8. We want to improve your health.

E. Define

Match each prefix with its attached verb. Infer the meaning of each created verb based on what you know about prefixes, then check your answers. Memorize the correct definition of each form of the verb. Ask a native to help you use each verb form correctly in context.

1.	2.	3.	4.
mirti - to die	**baigti - to finish/end**	**eiti - to go**	**sakyti - to say**
apmiřti	išbaĩgti	ateĩti	atsakýti
numiřti	pabaĩgti	įeĩti	įsakýti
išmiřti	užbaĩgti	nueĩti	nusakýti
		išeĩti	išsakýti
		pereĩti	persakýti
		praeĩti	pasakýti
		užeĩti	užsakýti
		apeĩti	

F. Word Creation

Create reflexive verbs with prefixes, then look up the definitions. Check your answers.

Example

kalbétis	(pa)	pasikalbéti—to talk to each other

1. piřktis *(nu)*
2. krìkštytis *(pa)*
3. kráustytis *(per)*
4. ruõštis *(pa)*
5. riñktis *(pa)*
6. prašýtis *(at)*

G. Fill In the Blank

Fill in the word with the right suffix or prefix. Check your answers.

1. Ař gãlite _____ šią eilùtę.
   (read through)
2. Mõzė _____ añt kálno, kuř jìs gãvo dẽšimt įsãkymų.
   (climbed up)
3. Jézus Krìstus _____ ùž mùs.
   (died)
4. Ař mẽs gãlime _____ ?
   (enter)
5. Kazìmieras mùms _____, jóg jìs gãli susitìkti sù mumìs rytój.
   (told)
6. 6. Atsiprãšome, bèt mẽs nórime _____ mũsų pãmoką.
   (finish)

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Actions and Events

- Present Tense Verbs
- Past Tense Verbs
- Future Tense Verbs
- Instrumental Case
- Prefixes

Activities

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nine errors in it. Check your answers.

> Mũsų žinià yrà nuostabì iř paprastà. Diẽvas yrà mũsų Tévas. Mẽs ẽsame Jõ vaikaĩ. Ẽsame Jõ šeimõs dalìs. Jìs méilė mùs. Nuõ pasáulio pradžiõs, Jìs mùs myléjo iř mus rũpinosi. Daũg kařtų Jìs sù méilė kreĩpdavosi į̃ mùs, kàd atskleĩstų Jézaus Krìstaus Evangèliją iř kàd Jõ vaikaĩ žinótų, kaĩp grį̃žti pàs Jį̃. Jìs apréiško taĩ pranašáms, tokíems kaĩp Adõmas, Nõjus, Abraõmas iř Mõzė. Tačiaũ žmónės Evangèliją vìs atmèsdavo. Priẽš dù tũkstančius mẽtų pàts Jézus Krìstus mókėjo savõsios Evangèlijos, įkũrėjo sàvo Bažnýčią iř įvýkdė Apmokéjimą. Sunkù patikéti, tačiaũ žmónės stũmė iř Jézų. Kaĩ žmónės negeřba ař iškraĩpa tikrąsias doktrinàs iř ãpeigas, Diẽvas atsìima Sàvo įgaliójimą vadováuti Bažnýčiai.
>
> *Our message is remarkable and simple. God is our Father. We are His children. We are part of His family. He loves us. From the beginning of the world, He has followed a pattern of love and concern. Many times He has reached out in love to reveal the gospel of Jesus Christ so that His children can know how to return to Him. He revealed it to prophets such as Adam, Noah, Abraham, and Moses. But people have repeatedly chosen to reject that gospel. Two thousand years ago, Jesus Christ Himself taught His gospel, established His Church, and accomplished the Atonement. Incredibly, people even rejected Jesus. Whenever people disregard or distort true doctrines and ordinances, God withdraws His authority to administer the Church.*

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nine errors in it. Check your answers.

> Kaĩ prikėlìmo metù mũsų kũnai iř dvãsios vẽl susijùngsiu, mẽs stósame Diẽvo akìvaizdon, kàd būtumė teisiamì. Mẽs tobulaĩ prisimiñsame sàvo teisumù iř sàvo kaltė. Jéi bùs atgailãvę, susilaũks gailestingùmo. Mùms visíems bùs atlýginta pagaĩ mũsų darbaĩs iř troškìmais.
>
> *When our bodies and spirits are reunited through the Resurrection, we will be brought into God's presence to be judged. We will remember perfectly our righteousness and our guilt. If we have repented, we will receive mercy. We will be rewarded according to our works and our desires.*

C. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. God is our Heavenly Father.
2. When people choose to disobey gospel principles, they distance themselves from God.
3. The Holy Ghost comforts us in times of trial.
4. Our faith in Christ encourages us to repent.

5. John the Baptist appeared to Joseph Smith and Oliver Cowdery and gave them the Aaronic Priesthood.
6. God has always required His children to make covenants.
7. God sent His Beloved Son, Jesus Christ, to earth.
8. In the Garden of Eden, Adam and Eve were innocent and lived in the presence of God.
9. Many blessings await those who obey God's commandment to fast.
10. Christ will forgive our sins if we believe in Him, repent, are baptized, receive the gift of the Holy Ghost, and endure to the end.
11. Will you repent of your sins?
12. In the Resurrection, all people will become immortal and live forever.
13. After the Resurrection, we will stand in the presence of God and be judged.
14. If we will rely on the Atonement of Jesus Christ, He will help us endure our trials.
15. If we obey God, we are blessed.
16. Christ promised to forgive our sins, with the condition that we accept Him and repent.
17. From the beginning of the world, God loved us and cared for us.
18. By the power of God, Joseph Smith translated the Book of Mormon.
19. Joseph Smith lived in the United States of America.
20. After the death of Jesus Christ, wicked people persecuted the Apostles.
21. Jesus Christ taught His gospel, performed many miracles, and called twelve Apostles.
22. Joseph began to search the Bible.
23. On earth, we often give in to temptations and break God's commandments.
24. Through Jesus Christ, we become worthy to return to the presence of God.
25. We must show that we accept Jesus Christ and keep His commandments.
26. God commands us to pray to Him.
27. One day, all people will die.
28. I know that God will answer your prayer.
29. The Holy Ghost will teach us truth through our feelings and thoughts.
30. Those who receive the gift of the Holy Ghost and remain worthy can enjoy His companionship all their lives.
31. When Jesus Christ lived on earth, He established His Church.
32. Joseph Smith restored Jesus Christ's Church.
33. In prayer, express the feelings of your heart.
34. Without prayer, no one can know spiritual truths.
35. One day Jesus Christ will come and fix everything.
36. The angel Moroni guided Joseph Smith to find the gold plates.
37. With the Lord's help, we can do anything.
38. Will you follow the example of Jesus Christ by being baptized?
39. Services are held on Sundays.
40. Jesus called twelve men to be Apostles.
41. We meet with our investigator, Antanas, in the mornings.
42. The Great Apostasy occurred according to the words of the prophets.
43. In our mortal state, we have to live by faith.
44. General conference is an opportunity to worship God with all Church members.
45. Together with all other ordinances, baptism is an essential step on our spiritual journey.

D. Fill In the Blank

Fill in the blank with the correct form of each word. *Sentences marked with an asterisk are sentences in which only the prefix is needed, not a whole word. Check your answers.

1. Įsipareigójimai _____ žmónes sudarýti šveñtas sándora.
   (prepare)
2. Nuõ Pìrmojo Regėjimo Diẽvas dár kařtą _____ méilę Sàvo vaikáms.
   (expressed)
3. Jìs _____sãkė nesijùngti priẽ jokiõs bažnýčios.*
   (completely said)
4. Tiẽ, kuriẽ klaũso iř sẽka gyvũjų pranašų beĩ apãštalų _____, nenuklỹs.
   (counsels)
5. Jìs _____sãkė nesijùngti priẽ jokiõs bažnýčios.*
   (commanded)
6. Gélbėtojas _____ teisingùmo reikalãvimus ùž tuõs, kuriẽ atgailáuja.
   (satisfied)
7. Viẽšpats apréiškė prãnašui Džòzefui Smitui sveikãtos įstãtymą, vadìnamą _____ _____.
   (the Word of Wisdom)
8. Taĩ svarbiáusias kẽlias, kuriuõ kadà nórs_____ šìs besidominỹsis.
   (will go)
9. Sàvo núodėmes _____ Diẽvui.
   (we confess)
10. Ař mán reĩkia _____skaitýti Mormòno Knỹgą?*
    (completely read through)
11. Dievas gėrisi _____.
    (chastity)
12. Ne, jums tik reikia _____skaityti dalį Mormòno Knygos.*
    (read a little)
13. Peř krìkšto ãpeigas _____ priimt̃i Krìstaus vařdą.
    (we promise)
14. Ař jũs _____ pagaĩ Išmintiẽs Žõdžį?
    (will live)
15. Prašaũ, _____eĩkite!*
    (come in)
16. Ař mẽs gãlime _____eĩti?*
    (come)

17. Džòzefas Smìtas _____ Diẽvą ir̃ Jézų Krìstų, ir̃ _____ sù jaĩs.
(saw) *(spoke)*

18. Mẽs _____ẽjome Ar̃vydo namùs.*
(went by)

19. Priẽš krìkštą _____ nórą sudarýti sándorą laikýtis visų̃ įsãkymų.
(we express)

20. Víeną diẽną, mẽs visì _____ príešais Jézų Krìstų kàd būtumė teisiamì.
(will stand)

21. Mùms reĩkia _____eĩti.*
(to leave)

22. Viẽšpats pàšaukė Džòzefą Smitą bū̃ti _____ šiõ paskutìnio Evangèlijos laikótarpio _____ ir̃ _____.
(the first) *(prophet)* *(leader)*

E. Personal Language Study

Read "The Living Christ: The Testimony of the Apostles" in Lithuanian. As you do, write down any sentence in which a grammar principle from this review is used. Also write the translation of that sentence. Translate the sentences on your own. After you are finished, check your translations with the English version.

F. Writing Activity

Create a lesson plan about repentance. Pick two grammar principles from this section and include them in your plan. Write four to five sentences using each of the principles that you picked which teach about repentance. When you have finished, share the lesson with one of your investigators who is struggling to give up a sin or bad habit of some kind.

G. Writing Activity

Write about an event in your life or on your mission that has been especially impactful. Think about why it might be that this experience happened to you, what you learned from it, and what actions occurred building up to the experience or as a result of it. Pay special attention to when and how you used present and past tense. For every verb, check that the correct prefix is used. Share your sentences with your companion or a member and ask for help on how to improve the grammar or make the story more clear. Make improvements as needed.

H. Sentence Construction

Translate the following sentences into Lithuanian in the past, present, and future tenses.

1. We need to serve others.
2. You follow the prophet.
3. I thank God for blessings.
4. Oksana wrote to Liūtauras.

I. Companionship Activities

Teaching the Restoration

Using past, present, and future tense verbs, teach your companion "The Restoration of the Gospel of Jesus Christ through Joseph Smith" from the first lesson. Using these grammar principles, include the following words/phrases in your teaching: confusion, doubt, teachings of the different churches, praying to God, asking God. Ask your companion to correct you any time you use one of these principles incorrectly.

Street Teaching

Choose a block of time when you will be street teaching to do this activity. Each time you talk to an individual or family, pay close attention to what they are doing and how they react to your message. Afterwards, each of you create two sentences in Lithuanian using the grammar principles in this function to describe what they were doing or how they acted. Try to be as detailed as possible. Give each other feedback on your grammar and correct any mistakes you made. Take note of words you don't know and look them up or ask a native speaker later. Most importantly, see what you can learn from each person's actions and body language. Is there something you could have done to meet their needs better? You could also practice doing this activity after lessons, describing what each person present did and how they acted.

Role Play

Have your companion play the role of a new investigator. Using the correct verb tenses, practice telling him or her how you have been blessed by living the gospel. Then promise him or her blessings using the present and future tenses. Get feedback on your use of tenses.

Listening Activity

Choose a three-to five-minute clip from a Church video that you can watch together with your companion. Mute the video, and describe what the people in the clip are doing as you watch. You may want to pause often to allow more time to describe the characters' actions and reactions to events in the movie. You can choose to watch and describe the actions of one character, or you can take turns describing small segments of the clip. Give each other feedback on how well you used the grammar principles that make up this review.

Asking About and Expressing Desire, Need, Preference, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Pray** for help to stop smoking. ("Commands")
- We **need** to fast for our investigator. ("Dative Case")
- **Tomas**, don't forget to read the Book of Mormon today! ("Vocative Case")
- He **likes** to sing in the choir. ("Dative Case")
- **Repent** of your sins and **come** unto Christ. ("Commands")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Heavenly Father (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- The Book of Mormon (For what purpose was the Book of Mormon written?)
- Pre-Earth Life (What is God's purpose and plan for us?)
- The Atonement (For whom did Christ perform the Atonement? What does the Atonement allow us to do?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Endure to the End (What do we need to do in order to gain eternal life?)
- Pray Often (How do we express our gratitude? How do we express our needs and desires?)
- Study the Scriptures (What are the scriptures for? Why do we need to study them?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Extend Commitment Invitations (Why does God give us commandments?)
- Follow Up on Commitments (Why do we give commitments? How can we help them keep their commitments?)
- Offer a Prayer (How do I ask Heavenly Father for the things that I need?)

Dative Case

Examples

Mùms bùvo labaĩ malonù susipažìnti sù jumìs.	It was very nice **(for us)** to meet you.
Jézus sùteikė kunigỹstės įgaliójimą sàvo **apãštalams**.	Jesus gave priesthood authority **to His Apostles**.
Sù Diẽvo įgaliójimu, dvýlika apãštalų galéjo vadováuti Krìstaus **bažnýčiai**.	With God's authority, the Twelve Apostles were able to lead Christ's **Church**.

Explanation

The dative case is used in many different instances:

- Most commonly indicates the **indirect object** (to whom, for whom).
- Used as the object of an **infinitive** to **express purpose.**
- Used to express **impersonal constructions.**
- Certain **verbs** require this case.
- Used to express ideas of **"I like"** and **"I need."**

Noun Endings

This table shows both singular and plural endings of the dative case.

	Masculine				Feminine			Masculine or Feminine		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo *(m.)*	-uo *(f.)*
Dative Singular	-ui	-iui*	-iui*	-ui	-ai	-ėi	-iai*	-iui/ iai*	-eniui	-eriai
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys *(m.)*	-erys *(f.)*
Dative Plural	-ams	-iams*	-iams*	-ums	-oms	-ėms	-ioms*	-ims	-enims	-erims

***Note** the spelling rule: **"t"** or **"d"** cannot be followed by **"i + a, u, o."** If so, **"t"** becomes **"č"** and **"d"** becomes **"dž."**

Personal Pronouns

These tables show both nominative and dative pronouns.

Nominative	
àš *I*	mẽs *we*
tù *you*	jũs *you*
jìs, jì *he, she*	jiẽ, jõs *they*

Dative	
mán *to me*	mùms *to us*
táu *to you*	jùms *to you*
jám, jái *to him, to her*	jíems, jóms *to them*

Uses of the Dative Case

These are the instances when dative case is used:

Indirect Object

The noun functioning as the indirect object is put into the dative case.

Misioniẽriai **Pẽtrui** dúoda Mormòno Knỹgą. *The missionaries are giving the Book of Mormon to Peter.*	**Pẽtrui** is in the dative case because Peter is receiving the Book of Mormon from the missionaries.
Àš **táu** dúodu vìską, ką̃ turiù. *I give you everything that I have.*	**Táu** is in dative case because **àš**, the subject (nominative), is giving everything he has to you.
Mãno mamà kẽpa dúoną mũsų **šeĩmai**. *My mom is baking bread for our family.*	**Šeĩmai** is in dative case because **mamà**, the subject (nom.) is making bread (acc.) for the family.

Object of Infinitive Expressing Purpose

The noun benefiting from the infinitive action is put into dative case.

Examples

Ką̃ **mán** darýti?
What should I do?

Kuř **mùms** déti šiàs knygàs?
Where should we put these books?

Impersonal Constructions

"It's cold" and "it's fun" are examples of impersonal constructions. They are short forms of saying:

- "To me it is cold."
- "To me it is fun."

In Lithuanian, this can be expressed by saying either "To me it is cold," or, simply, "It is cold."

To form this type of construction, you place the person to whom it is cold, fun, hot, etc. in the dative case. You then form a neuter adjective by dropping the final "s" of the adjective.

mán smag**ùs** *to me, fun*	→	mán smag**ù** *To me it is fun.*
jám sunk**ùs** *to him, difficult*	→	jám sunk**ù** *To him it is difficult.*
mán svarb**ùs** *to me, important*	→	mán svarb**ù** *To me it is important.*

Certain Verbs Require This Case

Below is a list of verbs that require the dative case.

atstováuti	*to represent*	**pasidúoti**	*to give up, to surrender*
dėkóti	*to thank*	**patìkti**	*to please*
įsakýti	*to command*	**prieštaráuti**	*to oppose*
keñkti	*to harm*	**pritařti**	*to approve*
pavydėti	*to be jealous of*	**tarnáuti**	*to serve*
nusileñkti	*to bow, to bend down*	**trukdýti**	*to disturb*
padėti	*to help*	**vadováuti**	*to lead, to direct*

Examples

Misioniẽriai tarnáuja **Diẽvui**.
*Missionaries serve **God**.*

Jézus Krìstus įsãkė sàvo **apãštalams** prisimiñti jį̃.
*Jesus Christ commanded His **Apostles** to remember Him.*

Mẽs pàdedame **kitíems** ateĩti pàs Krìstų
*We help **others** come unto Christ.*

Asking Questions

Kám is a variation of the English question word "to whom." *Kám* is used whenever the answer to the question would be in the dative case because of a verb or situation.

Eamples

Kám mẽs tarnáujame?
***Whom** do we serve?*

Kám mẽs dúodame šiàs knygàs?
***To whom** are we giving these books?*

Patikti

In order to express the idea of **"to like something"** in Lithuanian, you must use an impersonal construction. This means that, if directly translated from Lithuanian to English, the phrase **"I like to sing"** would be expressed as **"To me, it is pleasing to sing."**

Conjugation of *Patikti*

Patikti is an irregular verb that conjugates as follows:

patìkti *(present)* to be pleasing	
(àš patinkù	(mẽs) patiñkame
(tù) patinkì	(jũs) patiñkate
(jìs/jì/jiẽ/jõs) patiñka	

patìkti *(past)* to be pleasing	
(àš) patikaũ	(mẽs) patìkome
(tù) patikaĩ	(jũs) patìkote
(jìs/jì/jiẽ/jõs) patìko	

Breakdown of the Use of *Patikti*

Jám	patiñka	Mormòno Knygà.
To him	*is pleasing*	*the Book of Mormon.*
Jám is the dative form of ***jìs,***,so this expresses **"to him."**	***Patìkti*** is conjugated to the third person because the subject is ***Mormòno Knyga.***	***Mormòno Knygà*** remains in nominative case because it is the subject of the sentence.

It may be easier for an English speaker to understand this sentence if the word order of the sentence were to change to look more like this: ***Mormòno Knygà patiñka jám***. (The Book of Mormon is pleasing to him.)

Here is another example of ***patìkti***, this time with a verb following ***patìkti*** instead of a noun.

Jái	patiñka	skaitýti.
To her	*is pleasing*	*to read.*
Jái is the dative form of ***jì***, so this expresses **"to her."**	***Patìkti*** is conjugated to the third person because the assumed subject is **"it."**	***Skaitýti*** is left in the infinitive form.

As noted above, it may be easier for English speakers to understand this sentence if the word order of the sentence were to change. Instead of ***jái patiñka giedóti*** ("to her it is pleasing to sing"), the sentence may appear as ***patiñka jái giedóti*** ("it is pleasing to her to sing").

Reikėti

Reikêti is used to express need. Similarly to *patìkti*, *reikêti* uses an impersonal construction. The following formation pattern is used to express need: **Kám reĩkia Kõ.**

Conjugation of *Reikėti*

Reĩkėti is always conjugated to the third person (*reĩkia*). ***Reĩkėti* WILL NEVER BE CONJUGATED TO FIRST OR SECOND PERSON**. To express "I need" or "you need," you say, *mán reĩkia* or *jùms reĩkia*, respectively.

Breakdown of the Use of *Reikėti*

Táu	reĩkia	krìkšto.
You	*need*	*baptism.*
Táu is the dative form of ***tù***, so this expresses **"to you."**	***Reikêti*** is conjugated to the third person, as it always will be.	***Krìkštas*** is in genitive case. *Reikêti* forces the genitive case.

The same sentence structure is used to show that a verb is needed to be done. The verb is left in the infinitive, just as with *patìkti*.

Activities

A. Decline

Decline each pair of singular and plural forms of nouns into dative case. Check your answers.

1. Nãmas *(m.)* Namaĩ
2. Lėlẽ *(f.)* Lẽlės
3. Jézus *(m.)* -
4. Galvà *(f.)* Gálvos
5. Stãlas *(m.)* Stalaĩ
6. Knygà *(f.)* Knỹgos
7. Katẽ *(f.)* Kãtės

B. Memorize

Memorize the declension charts for nouns ending in *-as, -a, -ė* and *-us* in the dative case. Choose one word for each ending and practice declining them to dative case over and over again until you feel comfortable using those declensions.

C. Fill In the Blank

Insert the appropriate dative personal pronouns. Check your answers.

1. Àš rytój _____ dúosiu knỹgą.
   (to him)
2. Àš nóriu _____ papãsakoti apiẽ Jézaus Krìstaus sugrąžìntą evangèliją.
   (to you, formal)
3. _____ reĩkia dažniaũ lankýtis bažnýčioje.
   (to me)
4. _____ reĩkia paskam̃binti sẽsei Matoniẽnei.
   (to us)
5. _____ dabaĩ yrà labaĩ šaltà.
   (to me)
6. Ar̃ jũs gãlite padéti _____?
   (to her)
7. _____ labaĩ patiñka gróti pianinù.
   (To me)
8. Kuõ mẽs gãlime _____ padéti?
   (to you, informal)

D. Identify the Indirect Object

An indirect object is the object in the sentence *benefiting or receiving* from the action. The words **"to"** and **"for"** are common indicators for the use of dative case. Underline and label the indirect object for each English sentence below. Then find the indirect object/dative case in the Lithuanian translations.

1. Peter, James, and John gave the Melchizedek Priesthood to Joseph Smith and Oliver Cowdery.
   Pẽtras, Jokũbas, ir̃ Jõnas sùteikė Melchìzedeko kunigỹstę Džòzefui Smitui ir̃ Olìveriui Káuderiui.
2. The resurrected Christ appeared to the people in the Americas.
   Prisikẽlęs Krìstus pasiródė žmonêms Amerikòse.
3. Our faith in Christ and our love for Him lead us to repent.
   Mûsų tikėjimas ỹ Krìstų ir̃ méilė jám skãtina mùs atgailáuti.
4. Jesus Christ gave the priesthood to His Apostles.
   Jėzus Krìstus sùteikė kunigỹstės įgaliójimą sàvo apãštalams.
5. God and Jesus Christ appeared to Joseph Smith
   Diẽvas ir̃ Jėzus Krìstus apsiréiškė Džòzefui Smitui.
6. We forgot to give Gabrielė the Book of Mormon.
   Mẽs užmir̃šome dúoti Gabriẽlei Mormòno Knỹgą.
7. Tomorrow we need to send a letter to the president.
   Rytój mẽs tùrime išsiųsti láišką prezideñtui.

E. Decline

Decline each pair of singular and plural forms of nouns into dative case. Check your answers.

1. Sūnùs *(m.)* Sűnūs
2. Brólis *(m.)* Bróliai
3. Arklỹs *(m.)* Arkliaĩ
4. Žmogùs *(m.)* Žmónės

F. Memorize

Memorize the declension charts for nouns ending in *-is (m.), -ys,* and *-us* in the dative case. Choose one word for each ending and practice delining them to the dative case over and over again until you feel comfortable using those declensions.

G. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Mẽs tarnáujame ***Diẽvą.**
   *We serve **God**.*
2. Jìs nóri padéti visíems ***žmónės.**
   *He wants to help all **people**.*
3. Mẽs dėkójame ***jį̃** ùž jõ pagálbą.
   *We thank **him** for his help.*
4. ***Manè** patiñka skaitýti Mormòno Knỹgą.
   *To read the Book of Mormon pleases **me**.*
5. Misioniẽriai atstováuja Jézaus Krìstaus ***bažnýčią.**
   *Missionaries represent the **Church** of Jesus Christ.*
6. Mãno mìsijos prezideñtas liẽpė ***mùs** sèkti dvasià.
   *My mission president told **us** to follow the Spirit.*
7. Műsų skỹriaus prezideñtas vadováuja műsų ***skỹrių.**
   *Our branch president leads our **branch**.*
8. ***Jűs** reĩkia dažnaĩ meĩstis.
   ***You** need to pray often.*

H. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Mẽs Ròbertas dãvėme Mormòno Knỹgą.
2. Krìkštas yrà bűtinas műsų išgélbėjimas.
3. Műsų besidomintỹsis pasãkė mẽs, kàd jìs nóri keĩstis.
4. Diẽvas sàvo vaikùs pàruošė plãną.
5. Mẽs liùdysime Ẽglė apiẽ Diẽvą.
6. Àš nóriu padéti Mìndaugas.
7. Mẽs atvažiãvome į̃ Líetuvą tarnáuti žmónės.
8. Rūkìmas keñkia jűsų sveikatà.

I. Fill In the Blank

Fill in the blank with the correct form of the word or phrase in dative case. Check your answers.

1. Diẽvas suteĩkia _____ laĩsvą vãlią.
   (to us)
2. Tikėjimas į Jėzų Krìstų ir atgailà paruõšia mùs krìkšto ir patvìrtinimo _____.
   (ordinances)
3. Kū̃no ir dvãsios susijungìmas vadìnamas prisikėlimù yrà _____ ìš mū̃sų pažadėta dovanà.
   (to each)
4. Jõnas Krìkštytojas sùteikė _____ ir _____ Aaròno kunigỹstę.
   (Joseph Smith) *(Oliver Cowdery)*
5. Diẽvas įsteigė šeimàs, kàd suteĩktų láimės sàvo _____.
   (children)
6. Sugrąžìntoji evangèlija láimina ir pàdeda _____.
   (families)
7. Šventóji Dvasià liùdija apiẽ Krìstų ir pàdeda _____ atpažìnti tiẽsą.
   (to us)
8. Diẽvas paródo sàvo méilę _____ pašaũkdamas prãnašus.
   (to us)

J. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions. Pay attention to how the dative case is used in each verse. Check your answers.

1. 2 Nèfio 32:3
2. Àlmos 34:15
3. Àlmos 37:7
4. 3 Nèfio 18:19
5. Morónio 10:10–16
6. Morõnio 10:24–25

1. In 2 Nèfio 32:3, why is the pronoun *jùms* in dative case?
2. In Àlmos 34:15, what does *tíems* mean? What does *visíems tíems* mean?
3. Find and write down all the uses of dative case in Àlmos 37:7.
4. In 3 Nèfio 18:19, why is *Tėvas* (“Father”) in dative case?
5. In Morõnio 10:10–16, what does *kitám* mean? Why is it used?
6. Read Morónio 10:24–25 out loud. Write down all the dative case words you hear.

K. Decline

Decline each pair of singular and plural forms of nouns into dative case. Check your answers.

1.	Mẽdis *(m.)*	Mẽdžiai	5.	Dantìs *(f.)*	Dañtys
2.	Martì *(f.)*	Mařčios	6.	Akmuõ *(m.)*	Ãkmenys
3.	Akìs *(f.)*	Ãkys	7.	Sesuõ *(f.)*	Sẽserys
4.	Šalìs *(f.)*	Šãlys	8.	Šuõ *(m.)*	Šùnys

L. Memorize

Memorize the declension charts for nouns ending in *-is (m.), -is (f.) -i, -uo (m.),* and *-uo (f.)* in the dative case. Choose one word for each ending and practice declining them to the dative case over and over again until you feel comfortable using those declensions.

M. Memorize

Memorize Jokūbo Láiškas 1:5 (James 1:5). Pay attention to the use of dative case. Recite the verse to your companion.

N. Translation

Translate the following sentences using the word bank and what you know of impersonal constructions. Be sure to form neuter adjectives from the ones listed. Check your answers.

1. To him it is funny.
2. To them it is interesting.
3. To us it is hot.
4. To me it is useful.
5. To her it is easy.
6. To you *(informal)* it is beautiful.
7. To us it is warm.
8. It is not difficult for you *(formal).*
9. To them it is cold.
10. To him it is fun.
11. To her it is high.
12. To me it is boring.

O. Companionship Activity

Declension

Practice quick declensions with your companion. Companion 1 will state a noun and companion 2 will then state that noun in dative case, and then companions will switch roles and companion 2 will state a noun for companion 1 to decline. Do this back and forth for several minutes, trying to incorporate multiple noun endings in your practice.

Companion 1: "Dukrà"

Companion 2: "Dùkrai. Akmuõ"

Companion 1: Ãkmeniui, Ùpė"

Companion 2: "Ùpei, Tévas" etc.

Verb Race

With your companion take turns saying verbs that force the dative case as fast as you can until one companion can no longer think of any more verbs. When you run out of ideas, look up another verb that forces dative case and memorize it.

Companion 1: "Tarnáuti"

Companion 2: "Patìkti"

Companion 1: "Reikéti"

Companion 2: "Padéti" etc.

P. Speaking Activity

Schedule time with a member or investigator to practice your language with them. Get to know the member/investigator better by asking questions such as "Ką jùms patiñka darýti?" *(What do you like to do?)* and sharing with them things you like to do "Mán patiñka..." *(I like to...)* Use the dative case as much as possible in your conversation together and get feedback on how you can improve.

Vocative Case

Examples

Seserĩ, ìš kuř tù esì?	Where are you from, **Sister**?
Austéja, ař rytój eĩsi sù mumìs į̃ bažnýčią?	**Austéja**, will you go to church with us tomorrow?
Kęstùti, ař laikýsitės dešimtìnės įstãtymo põ krìkšto?	**Kęstùtis**, will you keep the law of tithing after baptism?

Explanation

The vocative case is used to address a person. It can also be used to address any noun.

Noun Endings

This table shows both singular and plural endings of the vocative case.

	Masculine				Feminine			Masculine or Feminine		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m)	-uo(f)
Vocative Singular	-e**	-i	-y	-au	-a	-e	-ia	-ie	-enie	-erie
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys (m)	-erys (f)
Vocative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys	-erys

***Note** the spelling rule: **"t"** or **"d"** cannot be followed by **"i + a, u, o."** If so **"t"** becomes **"č"** and **"d"** becomes **"dž."**

****Note:** Names that end in **"as"** will change to **"ai"** instead of **"e."**

Uses of the Vocative Case

These are the instances when vocative case is used:

Addressing

The vocative case is used to address, or call to, someone.

Examples

Džòzefai, taĩ màno Mylímasis Sunũs. Jõ klausýk.
***Joseph**, this is My Beloved Son. Hear Him.*

Añdriau, ař jũs pasikrikštysite?
***Andrius**, will you be baptized?*

Bróli, ař sukalbėsite pradžiõs maĩdą?
***Brother**, will you offer the opening prayer?*

Activities

A. Decline

Decline these nouns into vocative case. Check your answers.

1. Prezideñtas
2. Diẽvas
3. Ártūras
4. Nerìnga
5. Tãdas
6. Vitàlijus
7. Vyresnỹsis
8. Sesuõ
9. Põnas

B. Translation

Translate these sentences into Lithuanian. Check your answers.

1. Tòmas, don't forget to read the Book of Mormon today.
2. Austėja, why were you late to the lesson today?
3. Kęstùtis, will you be able to help in our lesson tomorrow evening?
4. God, forgive us of our sins.
5. Karõlis, can we stop by this Wednesday?
6. Kãjus, we apologize that we forgot to give you a book.
7. Gabriẽlė, do you know when the bus arrives?

C. Decline

Decline these names into vocative case. Check your answers.

1. Andrėjus
2. Ãgnė
3. Donãtas
4. Mañtas
5. Genãdijus
6. Kazìmieras
7. Paũlius
8. Jézus
9. Gèrda

D. Create a Sentence

Think of a situation that you were in or will be in when you need to use vocative case. Create and write down five sentences.

E. Decline

Decline these nouns into vocative case. Check your answers.

1. Sáulė
2. Miẽstas
3. Šiùkšlės
4. Mẽdis
5. Mókytojas
6. Vadõvas
7. Brólis
8. Tévas
9. Draũgas

Commands

Examples

Atgailáukite dẽl sàvo núodėmių ĩr **ateĩkite** pàs Krìstų.	**Repent** of your sins and **come** unto Christ.
Pasakýk mán kodẽl tù tikì.	**Tell** me why you believe.
Pakláuskite Diẽvo ař Mormòno Knygà yrà tikrà.	**Ask** God whether the Book of Mormon is true.

Explanation

When requesting or telling someone to do something in Lithuanian, use **the command** or **imperative form.** Forming the command is relatively simple. Command form can also be used to express "Let us" or "Let's."

Forming the Command

The imperative mood for ***tù, jũs,*** and ***mẽs*** is formed by simply dropping the ***-ti*** ending of verbs and adding the imperative mood ending. The third person ***jìs/jì, jiẽ/jõs*** is formed by using the third person form of the verb conjugated to the present tense with the addition of the particle ***tegù, teguĩ,*** or ***tè*** ("let," "allow").

Imperative Endings

Below is a chart of the imperative mood verb endings.

Imperative Conjugation	
(àš) ~ *I*	(mẽs) **~kime** *we*
(tù) **~k** *you*	(jũs) **~kite** *you*
(jìs/jì/jiẽ/jõs) **~tegù/teguĩ/tè** *he/she/they/it*	

***Note:** There is no conjugation for **àš**. This is because you can't command yourself to do something.

Complete Demonstration of Imperative Conjugation

gyvènti → gyvènti → gyvèn~
to live

	(àš) ~	(mẽs) **~sime**		**-**	**gyvènkime**
+	(tù) **~k**	(jũs) **~site**	=	**gyvènk**	**gyvènkite**
	(jìs/jì/jiẽ/jõs) **~tegù/teguĩ/tè**			teguĩ gyvẽna / tegù gyvẽna / tegyvẽna	

"Let Us"

The ending **-kime** is often used to express the idea of **"let's"** or **"let us."** Conjugating to the word to mẽs present tense conjugation is also occasionally used.

Examples

Skaitýkime raštùs dažniaũ.
Let's *read the scriptures more often.*

Važiúokime namõ .
Let's *go home.*

Mylékime sàvo brólius ir̃ sesès.
Let's *love our brothers and sisters.*

Eĩkime į̃ bažnýčią.
Let's *go to church.*

Activities

A. Conjugation

Conjugate the following verbs to the command form in a verb chart on a separate sheet of paper. Check your answers.

1. ateĩti
2. skaitýti
3. bũti
4. turéti
5. eĩti
6. válgyti
7. miegóti
8. dúoti

B. Conjugation

Conjugate the word in parentheses to the command form, using the given pronoun. Check your answers.

1. (Giedóti) gíesmę. *(mẽs)*
2. (Meĩsti) ùž tái, kàd jũsų draugaĩ priim̃tų evangèliją. *(jũs)*
3. (Galvóti) apiẽ Krìstų sakrameñto metù. *(jũs)*
4. (Skélbti) Krìstaus evangèliją. *(tù)*
5. (Atveř sti) Álmos knỹgą. *(jũs)*
6. (Meĩstis) nuoširdžiaĩ ir̃ sù tikrù ketìnimu. *(mẽs)*
7. (Mókyti) žmónes kaĩp atpažìnti dvãsią. *(jũs)*
8. (Nepraràsti) tikéjimo Krìstumi. *(jũs)*

C. Fill in the Blank

Fill in the blanks with the correct verb in the command form and the associated pronoun where needed. Check your answers.

1. Prašaũ _____ į̃ màno kláusimą.
   answer (jũs)
2. _____ čià trupùtį ilgiaũ.
   Let's stay (mẽs)
3. _____ apiẽ tái.
   Think (jũs)
4. _____ Šveñtąją Dvãsią.
   Receive (tù)
5. _____ bažnýčios nariáms.
   Let's help (mẽs)

D. Negated Verbs

Conjugate the following verbs to the suggested command form, then negate the verb in that same form. Check your answers.

Example: sakýti (tù) → sakýk (command form), nesakýk (negated command form)

1. padéti *(jũs)*
2. darýti *(jìs/jì)*
3. mókyti *(mẽs)*
4. kalbéti *(tù)*
5. mèsti *(jũs)*

E. Convert Questions to Commands

Change these questions to imperative (command) form. Check your answers.

1. Ar̃ jũs ateĩnate ̃ bažnýčią?
   Are you coming to church?
2. Ar̃ jũs meĩsitės Diẽvui?
   Will you pray to God?
3. Ar̃ gãlite pérskaityti skỹrių Mormòno Knỹgoje?
   Can you read a chapter in the Book of Mormon?
4. Ar̃ galì mán padéti?
   Can you please help me?
5. Ar̃ turétume aplankýti Birùtę?
   Shall we vìsit Birùtė?
6. Ar̃ galimè meĩstis?
   Can we say a prayer?
7. Ar̃ gãlime greičiaũ eĩti?
   Can we walk faster?
8. Ar̃ gãlite mán pasakýti jũsų telefòno nùmerį?
   Can you tell me your cell phone number?

F. Translation

Translate the following sentences to Lithuanian using the given subject pronoun. Check your answers.

1. Read from here to here. *(jũs)*
2. Let it be. *(jìs/jì)*
3. Let's teach the first lesson. *(mẽs)*
4. Wait for me! *(tù)*
5. Please bless the Kucinas family. *(tù)*
6. Help them to understand the gospel. *(tù)*
7. Come with us! *(jũs)*
8. Give us strength. *(tù)*
9. Lead us to the truth. *(tù)*
10. Please come to church on Sunday. *(jũs)*
11. Let's read in the Book of Mormon every day! *(mẽs)*
12. Please read these verses in the Gospel of John. *(jũs)*

G. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Žinóti**, jóg Diẽvas mýli jùs. *(jũs)*
   ***Know** that God loves you.*
2. ***Kalbėjome** sù juõ apiẽ dešimtìnės įstãtymą. *(mẽs)*
   ***Let's talk** to him about the law of tithing.*
3. ***Skaitýsi** šią eilùtę. *(tù)*
   ***Read** this verse.*
4. Prašaũ, ***pasidalìnti** sàvo jausmaĩs. *(jũs)*
   *Please **share** your feelings.*
5. ***Neskaitýkite** nepasimeĩdus. *(tù)*
   ***Don't read** it without praying.*
6. ***Atgailáuti**. *(jũs)*
   Repent.

H. Error Correction

Each sentence either is correct or has one or more errors. Say the correct form to your companion or write it down on a separate sheet of paper. Check your answers.

1. Prašaũ kalbékite lėčiaũ.
2. Ar̃ tù galì suràsk màno bãtą?
3. Válgykime.
4. Neišléisk daugiaũ pinigų negù jũs uždìrbate.
5. Ar̃ jũs supràskite?

I. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions below. Pay attention to how the command form is used in each verse. Check your answers.

1. 2 Nèfio 9:45
2. 2 Nèfio 33:10
3. Àlmos 7:15

1. In 2 Nèfio 9:45, what does it mean to "nusigrę̃žkite nuõ sàvo núodėmių"?
2. In 2 Nèfio 33:10, how would you change the imperative verb tikékite to its negative form?
3. Practice using Àlmos 7:15 as part of a baptismal commitment. Have your companion act as one of your investigators as you extend the commitment.

J. Vocabulary

Memorize the vocabulary in the charts in order to help you give and understand directions/how to get around the city.

Nouns	Verbs	Other
train	to go around the roundabout	before
stoplight	to take a bus	across
crosswalk	to go *(by foot)*	in front of
intersection	to go *(by wheels)*	behind
train station	to cross	after
bus stop		straight
bus station		through
taxi		
roundabout		
north		
south		
east		
west		

K. Map Activities

Use a map of your area to give directions in command form for the following situations:

1. You are meeting with an investigator and he commits to attending church of Sunday. Give him directions to the church from his house
2. You are meeting with a member outside the factory where she works. Give directions to her to meet you at a café for lunch.
3. You are contacting in the park and you meet Brother Rimas. He invites you to his house. Give your companion directions on how to get to an investigator's house from a park or city center.
4. On preparation day you are making plans for what you are going to do. Give your companion directions in order to fulfill the following to-do list. Start at your apartment.
    - E-mail his or her family at the library.
    - Make a withdrawal at the bank.
    - Get a haircut at the barber shop.
    - Go to the grocery store.

L. Describe

Practice giving directions to the Church building from three major landmarks in the city so that people you meet will be able to find the church. Tell those directions to as many people as possible throughout the day.

M. Conjugation

On a separate sheet of paper, conjugate the following reflexive verbs in the command form in a verb chart. Check your answers.

1. sùktis
2. šypsótis
3. keĩstis
4. praũstis
5. skų́stis
6. juõktis
7. meĩstis
8. krìkštytis

N. Companionship Activities

Set Goals

Set personal and companionship goals as part of weekly planning. Write each goal in command form (in Lithuanian) and post your goals where you will see them often throughout the week.

1. Saváitės tikslaĩ:
2. Kalbékite sù visaĩs žmonėmìs autobusè.
3. Tarnáukite trim mažiaũ aktyvíems nariáms.
4. Békite kẽturias dienàs.

Give Directions

Look up or review the following vocabulary about directions. Have your companion close his or her eyes while you give him or her the directions in command form. Switch and have your companion give directions.

left	backwards
right	to turn
straight	to stop
around	to go *(by foot)*
past	to turn around

Memorize

Memorize the Ten Commandments as found in Exodus 20 and practice teaching your companion the “Keep the Ten Commandments” section of lesson 4 found in *Preach My Gospel*.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Desire, Need, Preference, Ability, Intention, or Purpose

- Commands
- Dative Case
- Vocative Case

Activities

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Daũgelio kultũrų žmónės laĩko ar gárbina objektùs, kuriẽ prìmena juõs Dievýbę ar prótėvius. Kartaĩs tiẽ objèktai, pavyzdỹs statulẽlės, relìginiai simbolai ar mãžos šventyklẽlės, gãli bũti jų̃ gárbinimo dẽmesio centrù. Padéti jomìs supràsti, jóg Viẽšpats įsãkė mũsų negárbinti stabų̃. Parãginate juõs pašãlinti ìš namų̃ bèt kókį objèktą, kurĩ jiẽ gárbina ar kurĩ meĩdžiasi. Pàdeda jų̃ suteĩkti sàvo tikėjimą ir gárbinimą ĩ Dañgiškąjį Tévą ir Jézų Krìstų. Mókinti juõs, jóg sugrąžìntoji Jézaus Krìstaus Evangèlija koncentrúojasi ĩ gývąjį Krìstų.

People in many cultures own or pay respect to objects that remind them of Deity or ancestors. Sometimes those objects, such as statues, religious emblems, or small shrines, might also be the focus of their worship. Help them understand that the Lord has commanded us not to worship idols. Encourage them to remove from their home any object they worship or to which they pray. Help them focus their faith and worship on their Heavenly Father and Jesus Christ. Teach them that the restored gospel of Jesus Christ focuses on the living Christ.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the five errors in it. Check your answers.

Mãno mýlimos bróli ir sẽseriai, mãno draugì, džiùgu šiañdien bũti sù jumìs. Mùs liũdina trỹs tùščios viẽtos añt pakylõs. Ĩgimės prezideñto Pãkerio, vyrèsniojo Pèrio ir vyrèsniojo Skòto. Mýlime juõs ir meĩdžiame geróvės jų̃ šeimõs.

My beloved brothers and sisters, my dear friends, it is a joy to be with you today. We are saddened by the sight of three empty places here on the stand. We miss President Packer, Elder Perry, and Elder Scott. We love them, and we pray for the well-being of their families.

C. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. You need to pray.
2. Please be strong and prepared to overcome everything that can take away your blessings of eternity.
3. To many the question has risen, "Why are we here?"
4. Let's remember that if we will keep the commandments, we will be protected and will be peaceful.
5. Let's find the godliness in us.
6. Behold, if they will not believe my words, they will not believe you, my servant Joseph, even if you could show them all that I have given you.
7. Helam, I baptize thee, being authorized by the Almighty God.

8. Let us draw courage from our training, and let us pray like Peter.
9. Does the Holy Ghost direct your prayers?
10. Be prepared to testify to any person.
11. Meeting with less-active members, ask them to tell their conversion stories.
12. God gave Adam and Eve free agency.
13. Excuse me, sir; could we talk with you shortly?
14. God revealed Himself to Joseph.
15. Audrius, will you follow the example of Jesus Christ by accepting baptism?
16. God loves us and will help us to choose correctly.
17. Father, which art in heaven, hallowed be Thy name.
18. Under the direction of the Father, Jesus Christ created the earth as a place for us to live.
19. O king, today I am very thankful to God that I am still alive.
20. O you beautiful sons and daughters, you fathers and mothers, you husbands and wives, you fair ones, how could you have fallen!
21. Therefore, my dear friends, my beloved brothers of the priesthood of God: have courage to believe; don't be afraid, only believe; and take an example from Daniel.

D. Fill in the Blank

Fill in the blanks with the correct form of each word. Check your answers.

1. Núodėmė yrà pagrindìnė kliūtis, trùkdanti _____ tàpti tokíems, kaĩp mūsų Tévas Dangujè.
   (us)
2. Pamaldžiaĩ _____ Dvasià.
   (follow)
3. Peř Apmokéjimą mẽs taműpame vertì _____ _____ patèkti mūsų Dañgiškojo Tévo akìvaizdon.
   (for all time)
4. _____ kiekvíenas misioniẽrius nuoširdžiaĩ meľdžiasi.
   (Let)
5. _____, màno sūnaũ, paláimintas tù dẽl tõ, kàd tìki màno dárbu.
   (Thomas)
6. Viẽšpats turẽs gãlią sàvo _____ iř viešpataũs tarp jū̃.
   (for the Saints)
7. _____ pórininko iř kitū̃, kuríems taĩ yrà gimtóji kalbà, jùs taisýti iř siūlyti, kaĩp jùms tobuléti.
   (Ask)
8. Àš nóriu reiškti méilę _____ mūsų _____ iř jū̃ _____.
   (four) (sons) (families)
9. Štaĩ, àš tariù táu, _____, kẽletą žõdžių nès iř tù nesmeřkiamas.
   (Hyrum)
10. Visadà _____ sù visaĩs.
    (talk)

11. Mókant apiẽ Sugrąžintąją Evangèliją, _____ Mormòno Knygà bũna pagrindìnis šaltìnis.
(let)

12. Núodėmė neléidžia _____ gyvénti Diẽvo akìvaizdoje.
(us)

13. _____, padék! Įklumpau.
(Joseph)

14. Ir dabar, štaĩ, àš dúodu _____ ir taĩp pàt sàvo _____ _____ išvertìmo dóvaną.
(to you) *(to servant, Joseph)*

15. Liùdykite dažnaĩ, _____ _____.
(Elder Sterrett)

16. Ìš tiesų sakaũ táu, màno _____ _____ __ _____: klausýkis màno baĩso.
(servant Frederick G. Williams)

17. _____ ir _____, praẽjo daũg dešimtmečių nuõ visúotinės konfereñcijos, kuriojè nebůtų prezideñto Boido K. Pãkerio.
(Brothers) *(sisters)*

18. _____ bažnýčios narỹs pamóko jùs taŕti, intonúoti ir darýti páuzes, kaĩ skaĩtote.
(Let)

19. Praẽjus _____ _____, Jézus prisikélė.
(three days)

20. _____ į Krìstų ir nuõlat _____ gerà.
(Look) *(do)*

21. Įsiklausýkite į màno žõdį, mãno tarnaĩ _____, _____ ir _____.
(Sidney) *(Parley)* *(Lyman)*

E. Command Form

Put the following verbs into tù, mẽs, and jũs command form.

1. meĩstis *to pray*	3. skaitýti *to read*	5. prisimiñti *to remember*	7. paklùsti *to obey*	9. láukti *to wait*
2. padéti *to help*	4. sèkti *to follow*	6. stóti *to stop*	8. tikéti *to believe*	10. rašýti *to write*

F. Talk About Family and Friends

Share with your companion how old your family members and friends are. Then share what they like to do using *patikti*. Also share what they need to do in order to come closer to Christ using *reikėti*.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you talk about actions or events that are conditional on other things; for example, why God loves us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- If I did not repent every day, I **would** never feel at peace. ("Subjunctive")
- He **would** come to church if he had a friend. ("Subjunctive")
- I **should** watch general conference because then I would hear God's prophet speak. ("Subjunctive")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- Agency and the Fall (What would have happened if Eve had not partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Talk with Everyone (Would they be interested in learning more about the gospel? Would they be willing to invite a friend to a lesson?)
- Use the Scriptures (Why do we need to read the scriptures?)

Subjunctive Mood

Examples

Àš **norėčiau** pasikrìkštyti.	I **would like** to be baptized.
Jìs būtinaĩ **ateĩtų** ĩ bažnýčią, jéi jìs turétų draũgą.	He **would** certainly **come** to church if he had a friend.
Jũs **būtumėte** laimingèsnė jéi **meĩstumėtes** kasdiẽn.	You **would be** happier if you **would pray** daily.

Explanation

Subjunctive mood is used to indicate an action which might happen or an action which is desired. This is oftentimes expressed with the word "**would**." Therefore, with subjunctive mood, you express "**I would talk**," "**you would serve**," "**we would know**," and such things. Subjunctive mood may be used in both the main clause and the "if" clause of a sentence. It can also be used to be express ideas of "**should**" and "**could**." It is also used together with the conjunction ***kad*** to express certain ideas.

Forming the Subjunctive

To form the subjunctive mood, drop the ***-ti*** ending of a verb and add the subjunctive endings listed below.

Subjunctive Endings	
(àš) ~**čiau** *I*	(mẽs) ~**tume** *we*
(tù) ~**tum** *you*	(jũs) ~**tumėte** *you*
(jìs/jì/jiẽ/jõs) ~**tų** *he/she/they/it*	

Which ending you choose will depend upon the subject (the noun or pronoun doing the verb) of the sentence. Below is an example of all the steps put together:

eĩti → eiti → ei~ *to go*	+	(àš) **~čiau**	(mẽs) **~tume**	=	**eĩčiau**	**eĩtume**
		(tù) **~tum**	(jũs) **~tumėte**		**eĩtum**	**eĩtumėte**
		(jìs/jì/jiẽ/jõs) **~tų**			**eĩtų**	

"If" Clause

Subjunctive mood may be used in both the main clause and the "if" clause of a sentence.

Examples

Jéigu Lietuvojè **būtų** šventyklà, àš **lankýčiausi** kàs saváitę.

*If there was **(would be)** a temple in Lithuania, I **would** attend every week.*

"Should" and "Could"

Subjunctive mood is also used to express "**should**" and "**could**."

"Should"

When used with *turêti*, the subjunctive case could indicate either "would have" or "should." For example, *àš turêčiau* could indicate "**I would have**" or "**I should,**" as in "**I would have a book if you gave it to me,**" or "**I should go to the store.**" You can know the difference based on the word following the use of the subjunctive case. If it is a noun, then the indicated meaning is "**I would have.**" If it is a verb, then the indicated meaning is "**I should.**"

Examples

Àš **turéčiau** žiūréti visúotinę konfereñciją šĩ saváitgalį.

*I **should** watch general conference this weekend..*

Àš **turéčiau** daũg daugiaũ naujũ draugũ jéi prisijùngčiau priẽ bažnýčios.

*I **would have** a lot more friends if I would join the Church.*

Also note that if you want to say, "**I should have** . . .," indicating a desire to have already completed a task in the past, then you simply say, "I had . . ." or "Àš turéjau . . ."

Examples

Àš **turéjau** žiūréti visúotinę konfereñciją pràeitą saváitgalį.

*I **should have** watched general conference last weekend.*

"Could"

When used with *galêti*, the subjunctive case indicates either "**would be able**" or "**could**."

Examples

Àš **galéčiau** pasimeĩsti.

*I **could** pray.*

Jìs **galétų** ateĩti sù mumìs.

*He **could** come with us.*

Kad Expressions

In Lithuanian, the word ***kàd*** acts like a conjunction (it connects two clauses) and causes verbs to be put into the subjunctive mood. It also has two English meanings:

1. In order to
2. So that

Note: There are also the words ***idañt*** and **jóg**. These are older words used often in the scriptures but not often in everyday speech. ***Idañt*** can be translated as "in order to" and ***jóg*** can be translated as "so that."

The main purpose of the conjunction ***kàd*** followed by a subjunctive clause is to **explain or state the purpose of the first clause** (the first part of the sentence that can be used on its own).

First Clause	Second Clause
Mẽs atvažiãvome į MTC,	**kàd pasiruõštume** skélbti evangèliją Lietuvojè.
We came to the MTC	*in order to preach the gospel in Lithuania.*
Mẽs ruõšiamės,	**kàd** geriaũ **mókytume**.
We are preparing	*so that we would teach better.*

The **first clause** is independent because it can stand by itself and still make sense: it makes a statement ("we came"). The **second clause** is the dependent clause. If used in the same form and on its own ("in order to preach the gospel in Lithuania"), it would have no meaning because some essential parts of the sentence are missing.

"I want you to . . ."

In Lithuanian, in order to express the idea of "I want you to . . ." or something similar, you need to use ***norêti*** (**"to want"**) in any tense followed by ***kàd*** and the next clause in **subjunctive**. The action that you wish would take place is put into subjunctive. This is the correct way to say it without expressing an inappropriate meaning.

Examples

Mẽs **nórime**, **kàd** jũs šì vãkarą **skaitýtumėte** Mormõno Knỹgą.*
*We **want you to read** the Book of Mormon tonight.*
Àš **nóriu**, **kàd** jũs **ateĩtumėte** į bažnýčią.
*I **want you to come** to church.*
Diẽvas **nóri**, **kàd** jũs **pasimeĩstumėte** Jám.
*God **wants you to pray** to Him.*

***Note:** In English sentences there are no conjunctions or any indicators of "**in order to**" or "**so that**." In Lithuanian, you cannot say "mẽs nórime jùs skaitýti Mormõno Knỹgą." THIS WILL CONVEY THE WRONG MEANING. The following sentences are also incorrect:

Mẽs nórime tù skaitýti.	Incorrect
Mẽs nórime tavẽs skaitýti.	Incorrect

The first example is incorrect because there are two separate clauses with no connector word between "**I want**" and "**you to read.**" It sounds correct in English, but in Lithuanian it does not make sense. **THIS IS ONE OF THE MOST COMMON MISTAKES MADE BY MISSIONARIES.** The second example is incorrect because *tavẽs* is in the genitive case. The translation would be "**I want you,**" and then the word "**to read**" is confusingly placed at the end.

First Clause Past Tense

First clauses can be in any tense. However, when some verbs (e.g., **to know, to say,** and **to think**) are in the first clause and in the past tense, they **CANNOT** be followed by the subjunctive case as it would be in English. For example, in English we sometimes say:

My mom knew that I would come home late.

OR

He said that he would read.

We can't directly translate these sentences because in these sentences, ***kàd*** is not being used to express "in order to" or "so that." The subjunctive case ("**would**" in English) in these sentences is actually talking about a future event that will happen and therefore should be conjugated to the future tense. Below are examples of correction expression of this idea in Lithuanian and its literal translation to English.

Examples

Màno mamà žinójo, kàd àš vėlúosiu.

My mom knew that I will be late.

Àš žinójau, kàd Diẽvas mylẽs manè nepáisant tõ, ką̃ àš darýsiu.

I knew that God will love me, no matter what I will do.

To summarize, in order to express the idea that someone knew, said, or thought that something would happen in the future, instead of using the subjunctive case, you place the second clause verb in the future tense.

Both Clauses in Subjunctive

In English, we sometimes use the subjunctive case in two connected clauses: "I **would go** so I **could see** it myself." The same idea can be expressed in Lithuanian through an almost direct translation.

Examples

Àš **eĩčiau**, kàd **galė́čiau** pàts pamatýti.

*I **would go** so I **could** see it myself.*

Àš **skaitýčiau** jéigu **žinóčiau**, kàd jì yrà tikrà.

*I **would read** it if I **would know** it is true.*

Activities

LEVEL 1.

A. Conjugation

Conjugate each verb in the subjunctive mood. Check your answers. Then create a sentence that you could use in a teaching situation for each verb.

1. galéti (to be able)
2. klausýti (to listen)
3. mókyti (to teach)
4. bū̃ti (to be)
5. skaitýti (to read)
6. manýti (to think, to be of opinion)
7. krìkštyti (to baptize)
8. prašýti (to ask)
9. atsakýti (to answer)

B. Fill In the Blank

On a separate sheet of paper, fill in the blanks using verbs to make coherent sentences in English, then translate the sentences to Lithuanian. Experiment with different kinds of sentences.

1. I should _____ so _____.
2. I would _____ if I had _____.
3. I could _____ until _____.
4. I should _____ but _____.
5. I could _____ if _____.
6. I should _____ and _____.
7. I could _____ if _____.
8. I would _____ but _____.

LEVEL 2.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jūs ***skaitýtų** Mormòno Knỹgą.
   *You **would read** the Book of Mormon*
2. Jìs nóri ***mùs bũti** laimìngi.
   *He wants **us to be** happy.*
3. Jìs strõpiai ***tarnáučiau.**
   *He **would** diligently **serve**.*
4. Tù ***liudytumė** apiẽ Jézų Krìstų.
   *You **would testify** about Jesus Christ.*
5. Misioniẽriai ***pasiruõštumėte**.
   *Missionaries **would prepare**.*
6. ***Atnèštų** sàvo lankstinùką
   *I **would bring** my brochure.*
7. Mes nórėtume, kàd jūs ***skaitýsite** šią eilùtę gar̃siai.
   *We want you **to read** this verse out loud.*

D. Error Correction

Each sentence either is correct or has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Jūs geriaũ supràstumėte Diẽvą, jéigu jūs skaitýtum Bìbliją.
2. Àš prašýčiu stiprýbės.
3. Tù turétum áiškiai mókyti.
4. Jìs žinójo, kàd jõ vaikaĩ priim̃s Krìstų, jéigu bũtų čià.
5. Mẽs padétum táu, jéigu mùms léistum.
6. Mẽs norėtų ateĩti.
7. Diẽvas nóri, kàd mẽs sèktume prãnašu.
8. Išmintiẽs Žõdis yrà dúotas mùms padéti mùms sveikaĩ gyvénti

E. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. We could contact more people on the bus.
2. We should pray always.
3. God would forgive us if we would repent.
4. King Lamoni's father would give away his whole kingdom to know God.
5. I would go if I had time.
6. When could we meet again?

F. Scripture Activity

Read the following scriptures and follow the directions below. Check your answers.

1. 1 Nèfio 3:19–20
2. 2 Nèfio 9:7
3. Mòzijo 1:4–5
4. Álmos 18:14

1. Write down the verbs that are in the subjunctive mood found in 1 Nèfio 3:19–20. Is it always necessary to have a subject pronoun before subjunctive verbs? Why or why not? Check your answers. These verses list some of the reasons God wanted His people to have records. What other reasons might God have for preserving the records? Write your answers in Lithuanian. E.g., Kàd mẽs skaitýtume juõs (raštùs). For more examples, see Òmnio 1:17 and Mòzijo 1:4–5.
2. Read 2 Nèfio 9:7. This verse talks about what would happen if there were no Atonement. Write down the consequences given in the verse in Lithuanian. Check your answers, then write as many other consequences as you can, following the same pattern. Focus on your use of the subjunctive mood.

3. Read Mòzijo 1:4–5. The preposition idañt forces subjunctive. What does idañt mean? Read the verses again, knowing what idañt means and that it forces subjunctive.
4. Read Álmos 18:14. Edit the verse by writing down the subject pronoun correlating with each subjunctive verb used. E.g., "Ką̃ darýtum?" "Ką̃ tù darýtum?"

LEVEL 3.

G. What Would You Do If . . . ?

On a separate sheet of paper, write as many sentences as you can explaining what you would do in each one of these situations. Focus on your use of the subjunctive and have your companion review your sentences after you finish.

Examples

Situation: Jūsų besidõmintieji nežìno kaĩp meĩstis.

Answer: Àš pakláusčiau ar̃ jiẽ nóri išmókti. Àš mókyčiau juõs kaĩp pasimeĩsti Diẽvui.

1. Jūsų pórininkas seř̃ga iř̃ negãli išeĩti ìš bùto.
2. Skỹriaus prezideñtas nóri, kàd jūs suràstumėte mažiaũ aktyviùs nariùs.
3. Jūs tarnáusite naujamè rajonè.
4. Jūs turésite naũją pórininką.
5. Jūs gãvote rekomendãvimą iř̃ reĩkia susisíekti sù tuõ žmogumì.
6. Jūsų besidomintỹsis nežìno, kodẽl reĩkia priiḿti sakrameñtą.
7. Šeimà, kurią̃ mókote, pasikrìkštys šį̃ šeštãdienį.
8. Bažnýčios narẽ nóri padéti jùms peř̃ sekmadienìnę pãmoką.
9. Jùms reĩkia planúoti sàvo sẽkančią saváitę.
10. Jūs gãvote láišką nuõ sàvo seseř̃s, kurì gyvẽna Amèrikoje.

H. Translation

Translate each sentence, applying *kàd* and the subjunctive. Check your answers.

1. We are going (to fly) to Lithuania so that we can share our testimonies with others.
2. I need to speak Lithuanian in order to be able to testify boldly in Lithuania.
3. The Lord wants us to obey Him so He can bless us.
4. She prays to feel the influence of the Spirit.
5. I want Gražvydas to come to church this week.

I. Companionship Activities

Skélbti màno evangèliją

In chapter 10 of Skélbti màno evangèliją, complete the activity labeled "Pratimas. Asmeninės studijos arba studijos su porininku" under the section "Užduokite klausimus." In Lithuanian, write down what you would do in the situation given and go over your answers with your companion. As a companionship, come up with other hypothetical situations and write down how you would respond to each one.

Conjugation Station

Write down verbs you and your companion are working on on slips of paper. Draw two verb charts on a chalkboard or piece of paper. Draw one of the slips of paper, then conjugate the verb written on it as fast as you can and try to conjugate faster than your companion. Try playing with a native.

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

Purpose

This function will help you talk about judgment, doubt, emotion, possibility, and influence; for example, what you can possibly do or what your investigators are able to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **What** are your feelings about the prophet Joseph Smith? ("Asking Questions")
- **When** can you meet? ("Asking Questions")
- **Do you** believe that Joseph Smith was a prophet? ("Asking Questions")
- **What** is your relationship with God? ("Asking Questions")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Gospel Blesses Families (How could the restored gospel bless their family?)
- Through Christ We Can Be Cleansed from Sin (How can we be cleansed from sin?)
- Pray Often (What should we ask God for when we pray?)
- Sabbath Day (How can we keep the Sabbath day holy?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Ask Questions and Listen (What questions will make our lesson more meaningful? What questions can we ask to discover their concerns?)
- Plan Daily and Weekly Activities (What activities could help us find new investigators? What doctrines do we need to focus on in this week's lesson?)
- Use the Scriptures (How can scriptures influence testimony?)

Asking Questions

Examples

Ar̃ jūs bèt kadà kalbėjote sù misioniẽriais?	**Have you** ever talked with missionaries?
Ar̃ sèksite Jėzaus Krìstaus pãvyzdžiu priimdamì krìkštą?	**Will you** follow the example of Jesus Christ by accepting baptism?
Ar̃ tùrite klausimų̃?	**Do you** have any questions?

Explanation

This chapter discusses how to ask questions in Lithuanian and express other ideas related to questions. There are certain ways to:

- Ask yes or no questions.
- Use interrogatives words (who, what, where, when, etc.).

There are also two different verbs that mean "to ask." We will discuss the difference.

Yes/No Questions

Ar

The word **ar̃** is used to change a statement into a yes or no question without the use of inflection. **Ar̃** is always the first word in these phrases.

Examples

Ar̃ jūs gãlite sukalbėti pabaigõs maĩdą? *Will you offer the closing prayer?*	The sentence Jūs gãlite sukalbėti maĩdą is turned into a yes or no question with **ar̃**.
Ar̃ tìkite, kàd Diẽvas pàšaukė Džõzefą Smitą bū̃ti prãnašu? *Do you belive that God called Joseph Smith to be a prophet?*	Again, the sentence is turned into a yes or no question with the addition of **ar̃**.
Ar̃ jūs ankščiaũ susitìkote sù misioniẽriais? *Did you meet with missionaries earlier?*	Regardless of whether the sentence is in future, present, or past, the principle is the same.

Inflection

Inflection is the tone of your voice when you speak. In some sentences, especially questions, raise your tone slightly to emphasize the interrogative nature of your words. A line is drawn to help visualize the inflection in the following sentences.

Statement:	You are going to church tomorrow.	*No tone change.*
Question:	Are you going to church tomorrow?	*Tone rises at the end.*

Ar vs. *Jeigu*

Most often, the word "if" is translated as *jeigu*. However, there are certain instances in which *ar̃* is to be used instead of *jeigu*. In essence, if you can use the word "whether" instead of "if" in the sentence in English, you must use *ar̃* instead of *jeigu*.

Examples

I don't know **if (or whether)** we will be on time.	Àš nežinaũ **ar̃** mẽs spésime.
If (~~whether~~) you pray about the Book of Mormon, God will answer.	**Jéigu** meĩdžiatės apiẽ Mormono Knỹgą, Diẽvas atsakỹs.
Joseph Smith wanted to know **if (or whether)** he should join a church.	Džozefas Smìtas norėjo sužinóti **ar̃** jìs turėtų prisijùngti priẽ bažnýčios.

Question Words (Interrogatives)

kàs *who/what*	kuř *where* (location)	kurìs *which*	kodẽl *why*	kadà *when*
kóks* *what (description)*	kamè *in what*	kaĩp *how*	kíek *how many*	kienõ *whose*

Note:** When used, ***kóks has a literal translation into English as "what." However, a better translation would be "what kind," as ***kóks*** is used when asking for a description of the object. See further in this section for more examples of its use.

Examples

Ką̃ Diẽvas įsãkė mùms darýti? ***What** did God command us to do?*	**Kaĩp** sẽkasi sù naujù dárbu? ***How** is your new job going?*
Kurią̃ eilùtę mùms skaitýti? ***Which** verse should we read?*	**Kuř** mũs ų bùtas? ***Where** is our apartment?*
Kadà Mariùs galẽs pasikrìkštyti? ***When** will Marius be able to be baptized?*	**Kienõ** knỹgą tù turì? ***Whose** book do you have?*
Kodẽl apmokėjimas jùms yrà svarbùs? ***Why** is the Atonement important to you?*	**Kíek** tùrite brólių ir̃ seserų̃? ***How many** brothers and sisters do you have?*
Kóks yrà mũsų tìkslas šiamè gyvẽnime? ***What** is our purpose in this life?*	**Kàs** yrà skỹriaus prezideñtas? ***Who** is the branch president?*

Question words do not have to come at the beginning of a sentence.

Examples

Mẽs nežìnome, **kuř** jũs gyvẽnate.
*We don't know **where** you live.*

Žmónės nesuprãto, **kodẽl** pranašaĩ bùvo tokiẽ svarbūs.
*People didn't understand **why** prophets were so important.*

Mes norėjome sužinóti, **kadà** jũs gãlite susitìkti.
*We wanted to know **when** you can meet.*

Manè dõmina, **kokià** eilùtė yrà jūsų mėgstamiáusia.
*I am interested in **what** verse is your favorite.*

Kóks

The interrogative ***kóks*** ("what kind") declines as shown:

Koks ("What Kind")				
Case	**M. Singluar**	**M. Plural**	**F. Singular**	**F. Plural**
Nominative	kóks	kokiẽ	kokià	kókios
Genitive	kõkio	kokiũ	kokiõs	kokių̃
Dative	kokiám	kokíems	kókiai	kokióms
Accusative	kókį	kõkius	kókią	kókias
Instrumental	kókiu	kokiaĩs	kokià	kokiomìs
Locative	kokiamè	kokiuosè	kokiojè	kokiosè

Here are some more examples of how ***kóks*** is used:

Examples

Pagaĩ **kókius** įsãkymus mán reikėtų gyvénti?
***What** commandments would I need to live according to?*

Àš nežinaũ **kókias** eilutės skaitýti.
*I don't know **what** verses to read.*

Declining *kàs*

Nom.	Gen.	Dat.	Acc.	Instr.	Loc.
kàs	kõ	kám	ką̃	kuõ	kuř/kamè

Note: See explanation of each case to learn more about how each declination of ***kàs*** is used.

Verbs for "To Ask"

There are two ways to say "**to ask**" in Lithuanian:

1. pakláusti	To ask for information ("I **asked** him if he would be baptized").
2. prašýti	To ask someone to do something or to ask for something ("I **asked** him to be baptized" or "I **asked** him for a pen").

(Pa)klausti

To ask for information, use the verb ***pakláusti***. The following toble shows how to conjugate this verb.

(pa)kláusti

To ask (for information)

Present		**Past**	
(pa)kláusiu	**(pa)kláusiame**	**(pa)kláusiau**	**(pa)kláusėme**
I ask	*We ask*	*I asked*	*we asked*
(pa)kláusi	**(pa)kláusiate**	**(pa)kláusei**	**(pa)kláusėte**
You (informal) ask	*You (formal) ask*	*You (informal) asked*	*You (formal) asked*
(pa)kláusia		**(pa)kláusė**	
He/she/it/they ask(s)		*He/she/it/they asked*	

Examples

Jéi tìk **kláusiate** Diẽvo, jũs gáusite atsãkymą.
*If you **ask** God, you will receive an answer.*

Ãgnė **kláusia** ar mẽs užeĩsime pàs jã rytój.
*Agnė **is asking** if we will come over tomorrow.*

Mẽs **pakláusime** Dariũ ar jìs pasiruõšęs pasikrìkštyti kitamè susitikimè.
*We **will ask** Darius if he is ready to get baptized at the next meeting.*

Àš **pakláusiau** Giñtą kã jì vãkar skaĩtė Mormõno Knỹgoje.
*I **asked** Ginta what she read in the Book of Mormon yesterday.*

Prašýti

To ask someone to do something or to ask for something, use the verb ***prašýti***. The following tables show how to conjugate these verbs:

prašýti

To ask (for information)

Present		**Past**	
prašaũ	**prãšome**	**prašiaũ**	**prãšėme**
I ask (for something)	*We ask (for something)*	I asked (for something)	*We asked (for something)*
prašaĩ	**prãšote**	**prašeĩ**	**prãšėte**
You (informal) ask (for something)	*You (formal) ask (for something)*	*You (informal) asked (for something)*	*You (formal) asked (for something)*
prãšo		**prãšė**	
He/she/it/they ask(s) (for something)		*He/she/it/they asked (for something)*	

Examples

Sáulės bùvo **paprašýta** meĩstis susitikimo pradžiojè.
*Saulė **was asked** to pray at the beginning of the meeting.*

Àš **prašiaũ** Diẽvo, kàd jìs mán dúotų atsãkymą.
*I **asked** God to give me the answer.*

Mẽs **prãšome** tavęs paláiminti šią dúoną.
*We **ask** Thee to bless and sanctify this bread.*

Note: Both ***pakláusti*** and ***prašýti*** can force both accusative and genitive case. Also, sometimes ***pàs*** is used after the verb and before the noun being asked. There isn't an a good explanation of when to use ***pàs***, **accusative case**, or **genitive case** when using these verbs. The decision of which to use is made on a case-by-case basis.

Activities

A. Create Questions with *ar̃*

Change the following statements into questions using ***ar̃.*** Example: Mẽs lañkomės bažnýčioje sekmãdieniais. Ar̃ mẽs lañkomės bažnýčioje sekmãdieniais? Check your answers.

1. Mẽs tùrime prãnašą.
   We have a prophet.
2. Mormõno Knygà yrà Diẽvo žõdis.
   The Book of Mormon is the word of God.
3. Mẽs susitìksime sù Marìja añtrą vãlandą.
   We will meet with Mary at 2 o'clock.
4. Krìkštas yrà svarbùs.
   Baptism is important.
5. Šventóji Dvasià vẽda mùs teisìngai pasiriñkti.
   The Holy Ghost guides us to choose the right.

B. *Ar̃* vs. *Jéigu*

Decide whether *ar̃* or *jéigu* would be the appropriate choice. Check your answers.

1. We will commit them to baptism if the Spirit prompts us to.
2. Will you live the Word of Wisdom?
3. You still don't know if the Book of Mormon is true, so keep reading and praying.
4. I know that if we pray, we will be blessed.
5. We will stop by John's house if our lesson falls through.
6. If we plan, we will use our time more wisely.
7. We don't know if he will be at church today.
8. He will go to church if we pick him up.
9. I don't know whether we will meet on Tuesday or Thursday.
10. If God asked you to, would you quit smoking?
11. I don't know if we will make it in time.
12. We would like to come back tomorrow if you are free.
13. The Spirit will testify to you if you ask sincerely.
14. What we do next depends on if he comes to the lesson.

C. Translation

Translate the following sentences, paying attention to the correct use of *jéigu* and *ar˜.* Check your answers.

1. We went to the church to find out if the branch president needed help.
2. We wanted to confirm if we are still meeting today.
3. If you come to church, you will meet more Lithuanian Church members.
4. If you read the chapter, you will find an answer to your question.
5. We don't know if we will be able to meet at two o'clock.
6. If we repent we will live with God.
7. If we exercise in the morning, we will have more energy.
8. A prophet teaches truth if he is called of God.
9. If you read this book, you will come to know that Joseph Smith was a prophet.
10. If the Book of Mormon is true, then Joseph Smith was God's prophet.

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. ***Kõ** tãšę àš pàėmiau**?**
   Whose *bag did I take?*
2. Apiẽ ***kàs** mẽs kalbésime?
   What will we talk ***about****?*
3. ***Kàs** yrà jũsų vařdas?
   What *is your name?*
4. ***Kóks** gãli padéti mùms sù išbañdymais?
   Who *can help us with trials?*
5. Mẽs noréjome ***pakláusti** tàvo pagálbos.
   We wanted ***to ask*** *for your help.*
6. Ìš ***kadà** jũs ẽsate?
   Where *are you from?*
7. ***Kamè** mẽs gãlime užsùkti pàs jùs iř kalbéti apiẽ Mormõno Knỹgą?
   When *can we stop by and talk about the Book of Mormon?*
8. Àš nebežinaũ ***kõ** tikéti šiaĩs laikaĩs.
   I don't know ***what*** *to believe in these days.*
9. ***Kókius** knygàs jũs skaĩtote?
   What *books do you read?*
10. ***Kienõ** jũs žìnote kàd Diẽvas jùs mýli?
    From ***what*** *do you know God loves you?*

E. Error Correction

Each sentence either is correct or has one or more errors. Say the correct form to your companion or write it down on a separate sheet of paper. Check your answers.

1. Àš nóriu žinóti jéigu jám įdomù išmókti apiẽ evangèliją.
2. Kàs yrà jûsų mėgstamiáusia spalvà?
3. Kaĩp yrà daũg vaikų pàs jùs?
4. Kóks yrà màno gyvẽnimo tìkslas?
5. Ař studijúosime, geriaũ žinósime kõ mókyti.
6. Kurìs bùvo Adõmas iř Ievà?

F. Create Questions

Use the words in parentheses to form your own questions. Experiment with different kinds of sentences.

Example: (when, church) **Kadà** prasìdeda **bažnýčios** pãmaldos? or **Kadà** bùvo suorganizúota **bažnýčia**?

When do church services start? *When was the church organized?*

1. (where, church)
2. (why, to pray)
3. (what, sacrament)
4. (what kind, name)
5. (how many, years)
6. (when, birthday)
7. (whose, turn)
8. (what kind, weather)
9. (how, to know)
10. (when, bus)
11. (who, Jesus Christ)
12. (what kind, opinion)
13. (how much, to cost)
14. (whose, camera)
15. (why, scriptures)
16. (where, elder)

G. Matching

Memorize the declension for ***kóks***. Choose several nouns to use with *kóks*, and put both the noun and *kóks* into the same case. After you finish, practice matching ***kóks*** to the correct noun.

1. Kóks
2. Kókios
3. Kokiũ
4. Kókį
5. Kokià
6. Kokiẽ
7. Kokiomìs
8. Kókią
9. Pranašaĩ
10. Aplinkýbėmis
11. Tikėjimą
12. Tìkslas
13. Įsãkymų
14. Knỹgos
15. Méilę
16. Bažnýčia

H. Discover Concerns

Think of some concerns you think one of your investigators might have, then think about questions you could ask to find out more about those concerns or to discover new ones. Role-play asking those questions with your companion.

I. Role Play

The following situations provide opportunities for you to ask questions. Role-play the following scenarios with your companion or a native speaker. Ask them to give you feedback on the grammar and effectiveness of your questions. Then practice again, focusing on the feedback you receive.

1. Get to know someone on the train.
2. In a meeting with the mission leader, ask about a member of the ward whom you are planning to go visit.
3. Ask the member which of his friends or neighbors he will prepare to hear the gospel.
4. Call to set up the appointment with the member and the neighbor.
5. Ask follow-up questions after sharing a scripture with the neighbor.
6. Find out and understand an investigator's concern about keeping the Sabbath day holy.
7. Follow up on an investigator's progress in keeping the Word of Wisdom.
8. Ask questions to figure out how well an investigator understands what you taught them about the plan of salvation.
9. Conduct the baptismal interview and "use follow-up questions to get a feeling for the strength of the person's testimony and the sincerity of the person's repentance."

J. Teach with Questions

Choose one of the principles from the lesson "The Plan of Salvation." Have a native speaker or your companion play the role of your investigator. Teach the principle to them using only questions. They can reply with questions or statements, but you can only use questions to teach the principle. Ask the native speaker to pay attention to the grammar in your questions, especially the nomitive and accusative cases, and to give you feedback as you practice. Make corrections according to their feedback as you continue to teach.

K. Lesson Activity

1. Get to Know You

   Get to know the members in your ward or branch better by asking them questions. Think of five questions you could ask a member in your next lesson with them to get to know them better and gain their trust. Practice with your companion.

2. Check for Understanding

   Asking questions and getting to know investigators is the best way to ensure their understanding of what you are teaching and gain their trust. Come up with three solid questions for each section of the next lesson that you will be teaching to check for understanding. Make notes of the questions you come up with in your study journal.

L. Reading Activity

Read the *Išgélbėjimo Plãnas* pamphlet. Identify the question words in the headings and think about how you would answer the questions "Kàs yrà Išgélbėjimo Plãnas?" "Ìš kuř àš atsiradaũ?" "Kóks yrà màno gyvẽnimo tìkslas?" "Kuř àš keliáusiu põ šiõ gyvẽnimo?" "Ką šis plãnas réiškia mán?" and "Kaĩp mán sužinóti?" Write down any thoughts you have. Read the scriptures and answer the study questions in the back of the pamphlet.

M. *Preach My Gospel* Activity

Complete the following activity from *Preach My Gospel:*

1. Make plans to meet with recent converts. Ask them to share how they were prepared for the gospel. Ask questions like these: When did you first come in contact with the Church? What finally convinced you to meet with missionaries? What did you think the first time you read the Book of Mormon? What was your opinion of Joseph Smith's account when you first heard it? To prepare for these appointments, work with your companion and write down 10 questions that will help you better understand the conversion process of those you meet with. Ask the member to give you feedback on your questions as you ask them, and then restate the corrected question if necessary.
2. Read one or two of the following passages, and ponder what an investigator must feel to be converted.

   2 Nephi 4:16–35; Enos 1; Mosiah 4–5; 18:7–14; 27–28; Alma 5; 17–22; 32; 36; 38

3. Design questions you can ask your investigators to help you understand what and how they feel about the things they've learned and the commitments they've kept. Make sure to give each other feedback on the questions and practice asking and answering them. Examples: How has your relationship with God grown as you have read the scriptures? What changes have you made in your life as a result of the answer to your prayer?
4. What might happen to an investigator's progress if he or she encountered the following situations and you never found out about them?

   - Coworkers who regularly make fun of spiritual things
   - A spiritual experience in reading the Book of Mormon
   - Friends who believe that the Mormons are a non-Christian cult
   - Family members who are strong members of another church

   Think of a question that you would ask to learn more about each of the situations above. Write your questions in your study journal. Discuss with your companion how you might improve the questions each of you wrote for this activity.

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- God is our **loving Heavenly** Father. ("Adjectives")
- As we live the gospel, we become **more patient.** ("Comparative Adjectives")
- Eternal life is God's **greatest** gift. ("Superlative Adjectives")
- We can live with our families **eternally**. ("Adverbs")
- The Book of Mormon testifies **about** Jesus Christ. ("Prepositions")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Heavenly Father (What are God's characteristics? What is He like?)
- The Great Apostasy (What was it like during the Apostasy? What kinds of things were taught?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like? What kind of people are in each kingdom?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Get to Know Someone (What kind of person are they? What is their family like?)
- Make Purchases (How would I describe what I want to buy?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)
- Teach Others How to Pray (What are my feelings regarding prayer? How can prayer help them?)

Adjectives

Examples

Àš žinaũ, kàd Mormòno Knygà yrà **tikrà**.	I know that the Book of Mormon is **true**.
Šventóji Dvasià móko mùs peř **tyliùs** jausmùs.	The Holy Ghost teaches us through **quiet** feelings.
Tikėjimas Jėzumi Krìstumi yrà **pirmàsis** evangèlijos prìncipas.	Faith in Jesus Christ is **the first** principle of the gospel.

Explanation

An adjective modifies or describes a noun; for example, "the **happy** missionary," "a **good** idea," "some **small** problems." Adjectives must also match the noun they describe in number, case, and gender.

- Adjectives may also be comparative or superlative (these will be covered in following chapters).
- Adjectives may be simple or definitive.

Adjectives

Adjectives describe nouns. Adjectives must agree with the nouns they describe in number, case, and gender. Below is a chart of the adjective endings.

Singular	**M.**	**F.**	**M.**	**F.**	**M.**	**F.**
Nom.	-as	-a	-us	-i	-is	-ė
Gen.	-o	-os	-aus	-ios	-io	-ės
Dat.	-am	-ai	-iam	-iai	-iam	-ei
Acc.	-a	-ą	-ų	-ią	-į	-ę
Instr.	-u	-a	-iu	-ia	-iu	-e
Loc.	-ame	-oje	iame	-ioje	-iame	-ėje
Plural						
Nom.	-i	-os	-ūs	-ios	-iai	-ės
Gen.	-ų	-ų	-ų	-ių	-ių	-ių
Dat.	-iems	-oms	-iems	-ioms	-iams	-ėms
Acc.	-us	-as	-ius	-ias	-ius	-es
Instr.	-ais	-omis	-iais	-iomis	-iais	-ėmis
Loc.	-uose	-ose	-iuose	-iose	-iuose	-ėse

Examples:

Lietùvių kalbà yrà **sunkì** kalbà.
*The Lithuanian language is a **hard** language.*

Pranašaĩ rãšo **įspūdìngus** žodžiùs.
*Prophets write **inspiring** words.*

Diẽvas vès mùs mũsų **kasdiẽniuose** gyvẽnimuose ĩr padẽs priimti **gerùs** sprendimùs.
*God will guide us in our **daily** lives and will help us make **good** decisions.*

Mẽs ẽsame **dėkìngi** už sàvo paláiminimus.
*We are **grateful** for our blessings.*

Definitive Adjectives

Definitive adjectives define the difference between "**a** _____" (*simple adjective*) and "**the** _____" (*definitive adjective*), or they may be used merely to emphasize the characteristics of a noun.

Singular	M.	F.	M.	F.	M.	F.
Nom.	-asis	-oji	-usis	-ioji	-ysis	-ioji
Gen.	-ojo	-osios	-iojo	-iosios	-iojo	-iosios
Dat.	-ajam	-ajai	-iajam	-iajai	-iajam	-iajai
Acc.	-ąjį	-ają	-ųjį	-iają	-jį	-ią
Instr.	-uoju	-ąja	-iuoju	-iaja	-iuoju	-iąja
Loc.	-ajame	-ojoje	-iajame	-iojoje	-iajame	-iojoje
Plural						
Nom.	-ieji	-osios	-ieji	-iosios	-ieji	-iosios
Gen.	-ujų	-ujų	-ujų	-iujų	-iujų	-iujų
Dat.	-iesiems	-osioms	-iesiems	-iosioms	-iesiems	-iosioms
Acc.	-uosius	-ąsias	-iuosius	-iąsias	-iuosius	-iąsias
Instr.	-aisais	-osiomis	-iaisais	-iosiomis	-iaisais	-iosiomis
Loc.	-uosiuose	-osiose	-iuosiuose	-iosiose	-iuosiuose	-iosiose

Examples:

Rytój mẽs mókysime Aĩrvydą **pirmõsios** pamokõs.
*Tomorrow we will teach Arvydas **the first** lesson.*

Šventóji Dvasià vẽda mùs teisìngai pasiriñkti.
***The Holy** Ghost guides us to choose correctly.*

Naujàsis Testameñtas móko mùs daugiaũ apiẽ Jézaus Krìstaus gyvẽnimą.
***The New** Testament teaches us more about the life of Jesus Christ.*

Activities

A. Masculine or Feminine?

Label the following adjectives as masculine or feminine and singular or plural. If you don't know, check a dictionary or ask your companion or a native speaker. Check your answers.

1. Stóras
2. Lengvà
3. Tobulì
4. Grãžūs
5. Išdidùs
6. Trumpà
7. Įdomì
8. Protìngos
9. Mažà
10. Dìdelis
11. Gẽras
12. Áukštos

B. Fill In the Blank

Write an appropriate ending for each of the following sentences. Use the nominative case for nouns and adjectives.

Example: Àš esù aukštà mergáitė.

I am a tall girl.

1. Àš esù _____ _____.
2. Tù esì _____ _____.
3. Jìs yrà _____ _____.
4. Jì yrà _____ _____.
5. Mẽs ẽsame _____ _____.
6. Jũs ẽsate _____ _____.
7. Jiẽ yrà _____ _____.
8. Jõs yrà _____ _____.

C. Matching

Match the adjectives with the nouns of the appropriate plurality and gender. Check your answers.

Adjectives	**Nouns**
1. lýgūs *(flat)*	misioniẽriai *(missionaries)*
2. aukštas *(tall)*	vanduõ *(water)*
3. įdõmios *(interesting)*	bãtas *(shoe)*
4. gražì *(beautiful)*	mẽdis *(tree)*
5. švarùs *(clean)*	kėdẽ *(chair)*
6. júodas *(black)*	misioniẽrius *(missionary)*
7. naršūs *(valiant)*	knỹgos *(books)*
8. paklusnùs *(obedient)*	keliaĩ *(paths)*
9. stiprùs *(strong)*	žmónės *(people)*
10. laimìngi *(happy)*	mašinà *(car)*
11. medìnė *(wooden)*	brólis *(brother)*

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Óras yrà labaĩ ***šálta** šiañdien.
   *The weather is very **warm** today.*
2. Mūsų besidomintysis yrà labaĩ ***nuoširdì**.
   *Our investigator is very **sincere**.*
3. Jì yrà labaĩ ***paklusnùs** misioniẽrė.
   *She is a very **obedient** missionary.*
4. Mūsų dárbas yrà ***suñkūs**.
   *Our work is **hard**.*
5. Jõs nóri bũti ***vértas** eĩti į̃ šventỹklą.
   *They want to be **worthy** to go to the temple.*
6. Jėzaus Krìstaus evangèlija yrà ***teisìnga** kẽlias.
   The gospel of Jesus Christ is the correct path.
7. Diẽvas yrà ***laimìngi** kaĩ mẽs reñkamės tiẽsą.
   God is happy when we choose truth.

E. Fill In the Blank

Fill in the blanks with the provided words in genitive case. Check your answers.

1. Mẽs, kaĩp misioniẽriai, netùrime mókyti _____ doktrìnos, tìk týrą Krìstaus doktrìną.
   (new)
2. Džózefas Smìtas gyvẽno _____ relìginio sujudìmo Jungtìnių Amèrikos Valstìjų rytuosè laikaĩs.
   (big)
3. Kiekvíeną vãkarą galvókite kaĩp jũs sẽkančią diẽną galėtumėte padarýti daugiaũ _____ darbų̃.
   (good)

4. _____ Testameñto prãnašas Abraõmas mokéjo dešimtìnę nuõ vìso sàvo tuřto. (Álmos 13:15)
   (Old)
5. Sugrąžìnimas rỹškiai išsìskiria tamsiamè _____ atsimetìmo fonè.
   (great)
6. _____ vaikũ krìkštyti nereĩkia, nès jiẽ išperkamì peř Jézaus Krìstaus malónę.
   (Small)
7. Kìtą saváitę atvažiuõs daũg _____ misioniẽrių.
   (young)
8. Àš niekadà nesù paragãvęs _____ dúonos.
   (black)

F. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Atmintinaĩ išmoktõs frãzės iř Rãštų eilùtės padẽs išvéngti klaidų, tačiaũ neturétumėte sakýti ***ìlgas** išmóktų ìštraukų.

   *Memorized phrases and scriptures will help you avoid mistakes; however, you should not recite **long** memorized passages.*

2. Mũsų ***mãžas** skỹriaus sąrašè mẽs rãdome Brólio Ramanáusko sẽserį.

   *On the list of our **small** branch we found Brother Ramanauskas's sister.*

3. Mañtas tróško ***stiprùs** tikéjimo Krìstumi.

   *Mantas desired a **strong** testimony of Christ.*

4. Apiẽ tám ***tìkras** įsãkymo tikrùmą sužìnome jõ laikýdamiesi.

   *We find out the truth of that **certain** commandment by keeping it.*

5. Mókymas yrà ***vìsas** misioniẽriško dárbo esmẽ.

   *Teaching is the essence **of all** missionary work.*

6. ***Dideliamè** pãstato viduryjè mẽs surãdome Akvìlę.

   *We found Akvilė in the center of the **big** building.*

7. Niekadà ***niẽkas panašùs** nesù mãtęs.

   *I have never seen **anything similar**.*

G. Translation

Underline the adjectives in the sentences below. Then translate the sentences into Lithuanian. Check your answers.

1. During your premortal life, you were taught principles and commandments which lead to happiness.
2. Satan tempted Adam and Eve to eat the forbidden fruit and they chose to do it.
3. Just after accepting baptism and the gift of the Holy Ghost, we can receive a remission of our sins.
4. Old Testament stories help us to better understand the Lord's plan.
5. Those who violate the law of chastity feel a long-term feeling of shame and guilt.
6. It is very important to teach people the true doctrine.
7. Those who ignore, reject, and distort the gospel do not receive God's wonderful blessings.

H. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Bažnýčios nariáms patariamà bũti gerì piliẽčiai.
2. Diẽvas žinójo jóg jõ vařdas bùs naudójamas gerám iř piktás.
3. "Bèt štaĩ mãno dideliui džiaũgsmui, nẽ vienà síela ìš jų nežùvo." (Álmos 56:56)
4. Diẽvas mùms įsãkė nèšti šią Evangèliją visamè pasáuliui.
5. Šventóji Dvasià atveřs jũsų prõtą iř šìrdį didèsnai šviẽsai iř supratìmui.
6. Gyvéndami žẽmėje mẽs tùrime ruõštis mũsų amžinui gyvẽnimui.

I. Fill In the Blank

Fill in the blanks with the words provided in dative case. Check your answers.

1. Mẽs_____ neužtrùksime.
   (long)
2. Kaĩp pórininkai, bũkite pasireñgę nusiléisti_____ _____.
   (each) *(other)*
3. Mẽs tùrime bũti visadà pasiruõšę šìtam _____dárbui.
   (important)
4. Bùvo sąmyšis dẽl tõ, kàd niẽkas netikéjo jóg tokiám _____ žmógui galéjo apsiréikšti Diẽvas iř Jézus Krìstus. *(young)*
5. Kalbõs mókymosi plãnas padẽs tiẽk _____, tiẽk _____ misioniẽriui.
   (new) *(old)*
6. Àš nemanaũ jóg mūms užtèks laĩko_____ skambùčiui.
   (last)
7. Naujaĩ atsivertusysis, kurìs netikétai nustója lankýti Bažnýčią, galéjo vẽl pasidúoti _____ priklausomýbei iř jaũčiasi neveřtas beĩ nusivýlęs. *(old)*

J. Decline

Decline these adjectives into the accusative case for both the masculine and feminine forms in singular and plural. Check your answers.

1. gẽras, gerà
2. dìdelis, dìdelė
3. júodas, juodà
4. malonùs, malonì
5. mãžas, mažà
6. jáunas, jaunà
7. ìlgas, ilgà
8. raudónas, raudóna
9. sènas, senà
10. juokìngas, juokìnga
11. protìngas, protìnga
12. neįtikétinas, neįtikétina

K. Fill In the Blank

Fill in the blanks with the words provided in the accusative case. Check your answers.

1. Svarbì Diẽvo plãno dalìs bùvo taĩ, kàd jũs galétumėte ateĩti į̃ šią _____ žẽmę.
   (wonderful)
2. Víena ìš mũsų atėjìmo į̃ žẽmę priežasčių bùvo taĩ, kàd mẽs galétume gáuti _____kūnà.
   (physical)
3. Mẽs tùrime naudóti sàvo _____ laĩką labaĩ išmintìngai.
   (precious)
4. Misioniẽriai žmonėms nẽša _____ naujíeną.
   (good)
5. Kaĩ àš užáugsiu àš nóriu pastatýti _____ nãmą màno šeĩmai.
   (big)
6. Neužmiršk̃ite pasiim̃ti sù savimì sàvo _____ drabužiùs.
   (white)
7. Ar̃ jũs gãlite mán papãsakoti apiẽ tą̃ _____ knỹgą, kurią̃ jũs visadà sù savimì nešiojates?
   (blue)
8. Lãbas vãkaras! Ką̃ jũs veĩkiate šį̃ _____ vãkarą?
   (wonderful)

L. Translation

Underline the adjectives in the sentences below. Then translate the sentences into Lithuanian. Check your answers.

1. God has a glorious and perfect body of flesh and bone.
2. We feel close to Heavenly Father through sincere prayer.
3. People should create strong bonds with God and their family.
4. We can know truth about the Book of Mormon through the Holy Ghost.
5. God has prepared a perfect plan for us.
6. While doing missionary work, we always need to remember our ultimate goal.
7. The breaking apart of the family will bring individuals, societies, and nations big disasters prophesied by ancient and modern prophets.
8. Our investigators need to find deep testimonies.

M. Decline

Decline these adjectives into the instrumental case for both the masculine and feminine forms in singular and plural. Check your answers.

1. gẽras, gerà
2. dìdelis, dìdelė
3. júodas, juodà
4. malonùs, malonì
5. mãžas, mažà
6. jáunas, jaunà
7. ìlgas, ilgà
8. raudónas, raudóna
9. sènas, senà
10. juokìngas, juokìnga
11. protìngas, protìnga
12. neįtikétinas, neįtikétina

N. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Kaĩp vadõvui, yrà labaĩ svarbù buti ***gẽras** pãvyzdžiu kitíems misioniẽriams.
   *As a leader, it is very important to be a **good** example for other missionaries.*
2. Rãštai šĩ atsiskyrimà vadìna ***dvãsinės** mirtimì.
   *The scriptures call this separation **spiritual** death.*
3. Viẽšpats nóri, kàd misioniẽriai prižiūrėtų sàvo rajòną sù méile iř ***dìdelio** rũpesčiu.
   *The Lord wants missionaries to look after their area with love and **great** concern.*
4. Džòzefas bùvo ***gývas** Viẽšpaties Jézaus Krìstaus liūdijimu.
   *Joseph was a **living** testimony of the Lord Jesus Christ.*
5. Mẽs gãlime suspéti jéigu mẽs iř važiúosime ***kitamè** autobusù.
   *We can make it on time if we go on the **next** bus, too.*
6. Diẽvas gẽrisi mũsų ***dideliomis** pastangómis.
   *God rejoices in our **large** efforts.*
7. Visì žmónės yrà apdovanóti ***laisvaĩ** valià.
   *All people are given **free** agency.*

O. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Diẽvo plãnas yrà vadìnamas gailestìngas planù.
2. Núodėmė, kártu sù fizinės mirtimì, yrà pagrindinė kliūtis grĩžti Diẽvo akìvaizdon.
3. Tikėjomės smagiaĩ praléisti diẽną sù geruosè draugaĩs.
4. Mẽs turėtume eĩti į šventỹklą sù šviesiàs mintimìs.
5. Pamokosè kartaĩs tìk užteñka pasidalìnti jũsų pàprastas liùdijimu, kàd pakviẽstų Šveñtąją Dvãsią.
6. Ramiaĩs dienomìs àš turiù daugiaũ laĩko atsipalaidúoti.

P. Decline

Decline these adjectives into the locative case for both the masculine and feminine forms in singular and plural. Check your answers.

1. gẽras, gerà
2. dìdelis, dìdelė
3. júodas, juodà
4. malonùs, malonì
5. mãžas, mažà
6. jáunas, jaunà
7. ìlgas, ilgà
8. raudónas, raudóna
9. sènas, senà
10. juokìngas, juokìnga
11. protìngas, protìnga
12. neįtikétinas, neįtikétina

Q. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Yrà svarbù aptařti iř spręsti sunkumùs můsų jauniame apýgardoje.
2. Misioniẽrius tùri bůti pasiruõšęs liūdýti įvaĩruose situãcijose.
3. Daũg lengviaũ jaũsti Dvãsią kaĩ stóvi šventàme viẽtoje.
4. Mẽs tùrime ieškóti Viẽšpaties paláiminimus visuosè gyvẽnimo sritysè.
5. Prãnas gyvẽna šiamè dìdelis namè.
6. Kìtas apýgardos susiriñkime pakláuskite patýrusio geraĩ kalbą mókančio misioniẽriaus, ką jìs ař jì dãrė, kàd išmóktų kalbą.
7. „Jų vardaĩ bůdavo užrãšomi, idañt juõs atsimiñtų iř maitìntų gerúoju Diẽvo žodžiù, kàd išlaikýtų juõs teisìngoje kelyjè“ (Moròmio 6:4)

R. Translation

Underline the adjectives in the sentences below. Then translate the sentences into Lithuanian. Check your answers.

1. Living according to the gospel, you will often feel hope and meaning in this unpeaceful world.
2. We work hard on earth so that we can inherit life in the celestial kingdom.
3. Jesus, in this temporal life, will change our shame into peace and joy.
4. In my difficult path of life, I realized that God loves all of His children.
5. In the holy scriptures are written God's words.
6. In the temple everyone wears white clothing.
7. In hard situations it is very important to have the Spirit with you.

S. Speaking

Show a family photo to your companion or someone that you meet today. Briefly describe each family member using the correct forms of adjectives.

Example

Čià yrà màno brólis. Jìs yrà labaĩ **juokìngas**.
*This is my brother. He is very **funny.***

T. Guess the Noun

During district meeting, have a companionship leave the room. Have the rest of the missionaries collectively choose a Lithuanian noun, then invite the missionary companionship to reenter the room. Taking turns, each missionary of the compansionship who left the room asks a question using an adjective to find out more about the chosen noun. For example, "Ar jūsų parinktas daiktavardis didėlis?" and so forth. This continues until they are able to guess the noun.

U. Adjective Elimination

To play this game, you need at least four missionaries and a chalk board. Divide the district into two teams. A missionary from each team comes to the chalkboard. If possible, put some type of divider between the missionaries so they can't see what the other writes. The missionaries sitting down choose a noun. For 60 seconds, each missionary writes down as many adjectives as they can think of to describe the noun. At the end of the minute, compare the lists. Any adjectives written by both missionaries is crossed off. Each team gets one point for every remaining adjective and is subtracted one point for every word which is not an adjective (participles do not count as adjectives). Continue until everyone has had a turn. The team with the most points wins the game.

V. Expanding Sentences

You'll need at least two missionaries. Each missionary writes a Lithuanian sentence of exactly 10 words without any adjectives on a slip of paper, folds it in half, and places it in a bowl, or simply in the middle of a table. These papers are shuffled, and each missionary then takes one. Set a timer for 15 seconds and open your paper to the sentence. Insert as many adjectives into the sentence as possible in the 15 seconds. The missionary with the most adjectives in his or her sentence at the end of the time period wins.

Adverbs

Examples

Jūs **geraĩ** kalbate lietùviškai.	You speak Lithuanian **well**.
Àš **laimingiaũ** gyvenù dėl evangèlijos prìncipų.	I live **more happily** because of gospel principles.
Sàvo mìsijoje, mẽs nórime **stropiáusiai** tarnáuti Diẽvo vaikáms.	On our mission, we want to serve God's children **most diligently**.

Explanation

Adverbs can be formed as regular adverbs, comparative adverbs, or superlative adverbs.

- **Regular Adverbs**—to modify verbs, adjectives, or other adverbs; take on either **-AI** or **-IAI** suffix
- **Comparative Adverbs**—to express a degree of comparison, take on the suffix **-IAU**
- **Superlative Adverbs**—to express "best" or "most," take on the suffix **-IAUSIAI**

Adverbs

Adverbs describe or modify verbs, adjectives, and other adverbs. They answer the questions "how?" "when?" or "where?" In English, adverbs often take on the suffix ***-ly*** (e.g., quickly, valiantly, prayerfully). In Lithuanian, adverbs generally come either directly before the thing they describe or at the end of the sentence.

Declensions

There are two ways to form adverbs:

- Adverbs can be formed from adjectives of the first declension (**-AS, -A**) by dropping the **-AS** or **-A** and adding **-A**I.
- Adverbs can also be formed from adjectives of the second declension (**-US, -I**) by dropping the **-US** or **-I** and adding **-IAI**.

<u>First Declension</u>

1st Declension Adjectives	Drop the -AS/-A Ending	Add the Adverb -AI Ending	Adverbs
gẽr**as** *good*	ger-	-ai	ger**aĩ** *well*
laimìng**as** *happy*	laiming-	-ai	laimìng**ai** *happily*
juokìng**as** *funny*	juoking-	-ai	juokìng**ai** *funny*
išmintìng**as** *wise*	išminting-	-ai	išmintìng**ai** *wisely*
dẽram**as** *appropriate*	deram-	-ai	deram**aĩ** *appropriately*

Examples

Jìs **išmintìngai** niẽko nesãkė.
*He **wisely** said nothing.*

Kaĩp misioniẽriai tùrime visadà eĩgtis **deramaĩ**.
*As missionaries we should always act **appropriately**.*

Second Declension

2nd Declension Adjectives	Drop the -US/-I Ending	Add the Adverb -IAI Ending	Adverbs
puik**ùs** *excellent*	puik-	-iai	puĩk**iai** *excellently*
nuostab**ùs** *wonderful*	nuostab-	-iai	nuostab**iaĩ** *wonderfully*
normal**ù**s *normal*	normal-	-iai	normal**iaĩ** *normally*
gražù**s** *beautiful*	graž-	-iai	gražiaĩ *beautifully*
išdid**ùs** *proud*	išdid-	-iai	išdidž**iaĩ*** *proudly*

***Note:** Be aware of the spelling rule when the "i" is added: If a "**t**" or "**d**" is followed by "**i + a, u, o,**" then "**t**" becomes "**č**" and "**d**" becomes "**dž**."

Examples

Jì **gražiaĩ** dainúoja.
*She sings **beautifully**.*

Aĩvydas **puĩkiai** móko evangèlijos.
*Alvydas **excellentlly** teaches the gospel.*

Special Adverbs

Sometimes special adverbs that indicate the object of motion will end with the letter "**n**."

Definitions	Sentences
laukañ—out of doors, outside (as the object of motion); this could also be expressed by simply saying *laũk*	Àš einù **laukañ**. *I am going **outside**.*
aukštỹn—upward	Paukštỹs skreñda **aukštỹn**. *The bird flies **upward**.*
žemỹn—downward	Jìs nukrìto žemỹn. *He fell **downward**.*
tolỹn—farther on, into the distance	Eĩname **tolỹn**. *Let's go **further**.*
namõ—home, homeward, to one's home; the adverb *namõ* has no final "n" but still indicates an object of motion	Besidomintỹsis sugrįžo **namõ**. *The investigator returned **home**.*

Comparative Adverbs

Comparative adverbs are used to answer the same questions as regular adverbs (how? when? where?) but to a greater degree. In English, these often have the ***-er*** suffix or the word "**more**" added to them.

There is only one way to form comparative adverbs. Drop the endings **-AI** or **-IAI** of any adverb and add the comparative adverb ending **-IAU**.

Adverbs	Drop the -AI/-IAI Ending	Add the Comparative Adverb -IAU Ending	Comparative Adverbs
ger**aĩ** *well*	ger-	-iau	ger**iaũ** *better*
greĩt**ai** *fast*	greit-	-iau	greič**iaũ*** *faster*
efektyv**iaĩ** *effective*	efektyv-	-iau	efektyv**iaũ** *more effective*
áišk**iai** *clear*	aišk-	-iau	aišk**iaũ** *clearer*
gražiaĩ *beautiful*	graž-	-iau	gražiaũ *more beautiful*

***Note** the spelling rule when the "**i**" is added: If a "**t**" or "**d**" is followed by "**i + a, u, o**," then "**t**" becomes "**č**" and "**d**" becomes "**dž**."

Mẽs **efektyviaũ** planúojame kaĩ mẽs pràdedame nuõ maldõs.
*We plan **more effectively** when we begin with a prayer.*

Màno tìkslas gyvẽnime tãpo mán **aiškiaũ** põ tõ, kàd išmókau apiẽ išgélbėjimo plãną.
*My purpose in life became **clearer** after I learned about the plan of salvation.*

Other Comparative Adverbs

Adverbs that do not end in **-AI** will also be assigned the comparative adverb ending **-IAU** for their comparative adverb form.

Examples

Adverb	Add the Comparative Adverb -IAU Ending	Comparative Adverb
daũg *a lot*	daug + iau	daugiaũ *more*
artì *close*	arti + iau	arčiaũ *closer*

Comparisons using *Negù* and *Ùž*

As is the case of regular adverbs, comparative adverbs modify. But in this case, they show a degree of comparison. You use them when you want to compare two people, places, or things. In order to compare, you must use the word "**than**," as you do in English.

There are two ways to express the English word "**than**" in Lithuanian:

- ***Negù*** or ***neĩ*** can be used if followed by the noun or thing being compared in the nominative case.
- ***Ùž*** can also be used as the comparative word "than" if followed by the noun or thing being compared in the accusative case.

Examples

Negù/Nei (*Kàs*)	***Ùž*** (*Kã̀*)
Mẽs važiãvome į̃ Líetuvą patogiaũ **negù (neĩ)** kitì misioniẽriai. *We traveled to Lithuania more comfortably **than** other missionaries.*	Pranašaĩ kal̃ba išmintingiaũ **ùž** neį̃kvėptus žmónes. *Prophets speak more wisely **than** uninspired people.*
Diẽvas labiaũ láimina paklùsnūs žmónes **neĩ** nepaklùsnūs žmónės. *God blesses obedient people more **than** disobedient people.*	Màno pórininkas kal̃ba greičiaũ **ùž** manè. *My companion speaks faster **than** me.*

Superlative Adverbs

Superlative adverbs are used to express the highest degree of an adverb. In English, this is expressed by the use of the suffix **-est** or the word "**most.**"

There is only one way to form superlative adverbs. Drop the endings **-AI** or **-IAI** of any adverb and add **-IAUSIAI**.

Adverbs	Drop the -AI/ IAI Ending	Add the Superlative Adverb -IAUSIAI Ending	Superlative Adverbs
ger**aĩ** *well*	ger-	-iausiai	ger**iáusiai** *best*
gražiaĩ *beautifully*	graž-	-iausiai	gražiáusiai *most beautifully*
lengv**aĩ** *easily*	lengv-	-iausiai	lengv**iáusiai** *most easily*
suñk**iai** *difficultly*	sunk-	-iausiai	sunk**iáusiai** *most difficultly*
strõp**iai** *diligently*	strop-	-iausiai	strop**iáusiai** *most diligently*

Example

Brigità **gražiáusiai** kal̃ba lietùviškai.
*Brigita speaks Lithuanian **most beautifully.***

Other Superlative Adverbs

Adverbs that do not end in **-AI** will also be assigned the superlative adverb ending **-IAUSIAI** for their superlative adverb form.

Adverb	Add the Superlative Adverb -IAUSIAI Ending	Superlative Adverb
daũg *a lot*	daug + iausiai	daug**iáusiai** *the most*
artì *close*	arti + iausiai	arč**iáusiai** *the closest*

Activities

A. Adjective to Adverb

Change the endings of the following adjectives to transform them into adverbs. Check your answers.

1. Įdomùs
2. Ramùs
3. Teisìngas
4. Greĩtas
5. Lietùviškas
6. Svarbùs
7. Patogùs
8. Išdidùs
9. Gẽras
10. Malonùs
11. Protìngas
12. Tóbulas

B. Fill In the Blank

Fill in the blanks with the correct adverb. Check your answers.

1. Mẽs nórime _____tarnáuti vìsą sàvo mìsiją.
   (happily)
2. Ènosas _____ meĩdėsi ,kàd gáutų atsãkymą ìš Viẽšpaties.
   (fervently)
3. Jézus Krìstus visadà _____ padėjo žmonéms.
   (unselfishly)
4. Atgailà àtneša mũsų síeloms _____ ramybės nuõ núodėmių.
   (a lot)
5. Krìstus, sàvo apmokėjimo dėkà, _____ mùs suprañta.
   (completely)
6. Kàd mẽs gyvéntume vẽl, Diẽvas _____ àtsiuntė sàvo Víengimį Sūnũ į̃ žẽmę.
   (kindly)
7. Jũs gáusite atsãkymą dẽl Mormòno Knỹgos tikrùmo Šventája Dvasià ,kurì _____ kaĩbà.
   (quietly)
8. Jéi vìsą sàvo gyvẽnimą _____laikýsitės visų̃ įsãkymų, põ mirtiẽs gyvénsite sù Dievù.
   (faithfully)
9. Džòzefas Smìtas ẽjo į̃ mìšką iř _____ paklaũsė Diẽvo ,kurì bažnýčia bùvo teisingiáusia žẽmėje.
   (sincerely)
10. Ař žìnote jóg šeimõs gãli bũti kártu_____?
    (eternally)

C. Find the Adverb

On a separate sheet of paper, write down the adverbs in each of the following sentences. Check your answers.

1. Tù gařsiai skaitaĩ.
2. Šventóji Dvasià mùs tỹliai gúodžia.
3. Mẽs greĩtai važiúojame namõ.
4. Àš nóriu visadà bũti misionieriùm.
5. Jì geraĩ suprañta atgailõs procèsą.
6. Àš ramiaĩ miegójau.
7. Džòzefas Smìtas kañtriai paklaũsė Diẽvo.
8. Jõnas áiškiai liùdijo sàvo draugáms apiẽ bažnýčią.
9. Mes laimìngai eĩname į̃ Sakrameñto susirinkìmą.
10. Ẽglė norėjo daũg išmókti apiẽ Jézaus apmokėjimą.

D. Translation

On a separate sheet of paper, translate each of the following sentences into Lithuanian. Check your answers.

1. I really like to teach.
2. We take the sacrament reverently.
3. I know my companion well.
4. I always pray to have the Spirit with me.
5. God blesses us temporally and spiritually.
6. How can you endure to the end patiently?
7. I want to briefly explain this principle.
8. Aurèlija sings the church hymns beautifully.
9. I really want to learn more about the Atonement.
10. We need to keep the commandments faithfully to receive forgiveness

E. Form Sentences

Using the following adverbs, form sentences that you will use this week, either in a lesson or doing other activities. Have your companion look over them for mistakes and then practice them with your companion.

kañtriai	ramiaĩ	meilìngai	stipriaĩ
labaĩ	ištikimaĩ	tỹliai	laimìngai
artì	daũg	geraĩ	didžiaĩ

F. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jìs nóri ***greitas** susitìkti.

   *He wants to **quickly** meet.*

2. Kàd ***geras** suprastumė raštùs, tùrime juõs skaitýti.

   *In order to understand the scriptures **well,** we must read them.*

3. Krìstus ***kantrybė** mũsų láukia.

   *Christ **patiently** waits for us.*

4. Mùms reĩkia ***dažnas** eĩti į̃ šventỹklą.

   *We need to go to the temple **often.***

5. Mormòno Knygà mùs ***aišku** móko.

   *The Book of Mormon teaches us **clearly.***

6. Dabartìnis prãnašas ***stropus** tarnáuja mùms.

   *The modern prophet **diligently** serves us.*

G. Error Correction

Each sentence either is correct or has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Mán puikùs sẽkasi.
2. Jũs labaĩ greĩčiai kalbate.
3. Šventóji Dvasià garsaĩ nèkalba.
4. Mẽs labaĩ norétume sugrįžti iř daugiaũ pasikalbéti sẽkančią diẽną.
5. Skỹriaus prezideñtas nuolankùs tarnáuja bažnýčios nariáms.
6. Àš nóriu tóbuliai kalbéti lietùviškai.
7. Mikroautobùsai važiúoja labaĩ greĩtas.

H. Scripture Activity

Read the following scriptures and write all the adverbs on a separate sheet of paper. List the adjectives from which they derive. Check your answers. Write as many sentences as you can, using each adverb. Think about upcoming teaching appointments as you write your sentences.

1. 1 Nèfio 1:1 2. 2 Nèfio 28:21 3. Álmos 53:20 4. Moròmio 10:27 5. D&S 90:24

1. List the adverbs found in 1 Nèfio 1:1. What do they mean?
2. In 2 Nèfio 28:21, why does the adverb atsargiaĩ end in -iai and not -ai? What does atsargiaĩ mean?
3. In Álmos 53:20, is the word jaunuõliai an adverb? Why or why not? List all the adverbs found in this verse.
4. What is the adverb found in Moròmio 10:27? What does it mean?
5. List all the adverbs found in D&S 90:24. What does it mean to váikščioti teĩsiai? How can we váikščioti teĩsiai in our own lives?

I. Form Comparative Adverbs

On a separate sheet of paper, determine from which adjective these adverbs are derived; then form comparative adverbs from these adverbs. Check your answers.

Examples

ramiaĩ	ramùs	ramiaĩ	ramiaũ

1. mažaĩ
2. geraĩ
3. nuolankiaĩ
4. gražiaĩ
5. ilgaĩ
6. blogaĩ
7. lengvaĩ
8. nuostabiaĩ
9. greĩtai
10. strõpiai
11. suñkiai
12. išmintìngai

J. Translation

On a separate sheet of paper, translate each of the following sentences. Check your answers.

1. Rãdvilė wants to better understand the meaning of the Atonement.
2. It will be easier for us to have good relationships if we will keep the law of chastity.
3. My companion speaks faster than I do.
4. When Paũlius lives more according to God's commandments, he better understands the eternal plan.
5. Genadijus can run faster than I can.
6. If we want to return to God, we need to choose more wisely than we have chosen in the past.
7. I feel worse after I have sinned. I need to repent more quickly.

K. Form Sentences

Using the following comparative adverbs, form sentences that you will use this week, either in a lesson or doing other activities. Have your companion look over them for mistakes, and then practice them with your companion.

patogiaũ	griežčiaũ	stipriaũ
labiaũ	meilingiaũ	anksčiaũ
arčiaũ	ramiaũ	lėčiaũ

L. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Use comparative adverbs when possible. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Tùrime ***stropèsniau** dìrbti .
   *We have to work more **diligently.***
2. Àš gyvenù ***artiaũ** bažnýčios neĩ jũs.
   *I live **closer** to the church than you do.*
3. Pranašaĩ rãgina mùs ***karštèsnis** meĩstis.
   *Prophets encourage us to pray more **fervently.***
4. Ištvérti ikì gãlo tam̃pa ***lengvèsnis** sù Krìstumi.
   *Enduring to the end becomes **easier** with Christ.*
5. Tìkintieji ***ištikimèsnai** laĩkosi įsãkymų.
   *Believers **more faithfully** keep the commandments.*
6. Misioniẽriai tùri ***drąsiai** pakviẽsti besìdominčiùosius krìkštytis.
   *Missionaries have to **more boldly** invite investigators to be baptized.*

M. Error Correction

Each sentence either is correct or has one or more errors. Write down or say the correct form of the sentence, using comparative adverbs when possible. Check your answers with those in the answer key.

1. Dvasià kaĩba tylèsnė negù pasáulis.
2. Jéi stropèsnai studijúosime, mẽs gẽras išmóksime lietùvių kaĩbą.
3. Jéigu besìdomintieji skaitýtų Mormòno Knỹgą iř meĩstųsi kasdiẽn, jiẽ greitaũ gáutų liùdijimą.
4. Prašaũ, kalbékite letàs.
5. Mẽs turétume eĩgtis pagarbiaũ bažnýčioje.
6. Šventóji Dvasià pàdeda žmonéms gerèsniau supràsti evangèliją.

N. Scripture Activity

Look up the following scriptures and fill in the comparative adverb used in the verse. Then translate the adverb to an English equivalent. Check your answers.

1. Álmos 10:25—"Bèt Amulèkas ìštiesė sàvo rañką iř _____ šaũkė jíems, sakýdamas . . ."

   (English equivalent: _____)

2. Álmos 60:10—"Iř dabař, mãno mylimì bróliai, - nès jũs tùrite bũti mylimì; taĩp, iř jũs turéjote _____ parãginti savè dẽl šìtų žmoniũ geróvės iř láisvės . . ."

   (English equivalent: _____)

3. Álmos 53:5—"Dabař Morònis turéjo veřsti lamanìtus dìrbti, kadángi dìrbančius juõs bùvo _____ sáugoti . . ."

   (English equivalent: _____)

4. D&S 59:9—"Iř kàd galétum _____ išsisáugoti nesusitẽpęs pasáuliu, eĩsi į̃ maldõs namùs iř atnašáusi sàvo sakramentùs mãno šveñtą diẽną;"

   (English equivalent: _____)

5. D&S 88:124—"Liáukitės miegóti _____ neĩ reĩkia."

   (English equivalent: _____)

O. Form Superlative Adverbs

From the following adjectives, form superlative adverbs on a separate sheet of paper. Check your answers.

1. mãžas
2. puikùs
3. nuolankùs
4. brangùs
5. išdidùs
6. darbštùs
7. normalùs
8. sunkùs
9. leñgvas
10. ìlgas
11. pigùs
12. stropùs
13. išmintìngas
14. gabùs
15. gẽras
16. paklusnùs
17. dosnùs
18. daũg

P. Form Sentences

Using the following superlative adverbs, form sentences that you will use this week, either in a lesson or doing other activities. Have your companion look over them for mistakes, and then practice them with your companion.

geriáusiai	labiáusiai	stipriáusiai	giliáusiai
laimingiáusiai	artimiáusiai	efektyviáusiai	meilingiáusiai

Q. Scripture Activity

Read the following scriptures and write all the superlative adverbs on a separate sheet of paper. Check your answers. Write as many sentences as you can using each adverb. Think about upcoming teaching appointments as you write your sentences.

1. Jokũbo 2:13 2. Mòzijo 4:29 3. Álmos 10:31 4. Álmos 33:21 5. Mormòno 2:7

1. As found in Jokũbo 2:13, what is the difference between the word endings of *maloniáusiai, gausiaũ,* and *geresnì*?
2. In Mòzijo 4:29, what does the word *galiáusiai* mean?
3. In what form is the adverb *labiáusiai* in Álmos 10:31? What would this word be in its original adverb form?
4. In Álmos 33:21, what is the difference between the endings of the words *paprasčiáusiai* and *geriaũ*?

R. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Use superlative adverbs when possible. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Misioniẽriams reikia ***geresniai** mókytis Lietùvių kalbõs.

   *Missionaries have to learn the Lithuanian language the **best** they can.*

2. Láukiame dienõs, kadà Diẽvas leĩs mùms ***malonusiai** įeĩti į̃ celestiãlinę karalỹstę.

   *We wait for the day when God will **most graciously** allow us to enter into the celestial kingdom.*

3. ***Dažniaũ** mẽs susìrenkame sekmãdieniais bažnýčioje dešiı̃mtą vãlandą.

   ***Most often,** we meet at church on Sundays at 10 o'clock.*

4. ***Paprastesnai** sãkant, kàd galétume bũti laimìngi reĩkia priiı̃mti Krìstų.

   ***Most simply** said, in order to be happy, we need to accept Christ.*

5. **Greičiaũ*** mẽs galésime užeĩti rytój vakarè.

   *The **fastest** we will be able to come by is tomorrow evening.*

S. Error Correction

Each sentence either is correct or has one or more errors. Write down or say the correct form of the sentence, using superlative adverbs when possible. Check your answers with those in the answer key.

1. Kadà jìs dažniaũ grĩžta nãmo?
2. Kaĩp geriáusiais teñ nusigáuti?
3. Vakaraĩ mùms labiáusia tiñka.
4. Galiau, baĩgiame Jézaus Krìstaus vardù, ãmen.
5. Mẽs kuõ skubiáusiai teñ nusigáusime.

T. Superlative Adverbs

Remember the role of superlative adverbs is to tell how something is, was, or will be done. It is the highest degree of verb or adjective modification. Come up with some questions which you could answer using a superlative adverb.

Example

Question:	Kaĩp tùrime laikýtis sàvo sudarýtų sándorų? *How should we keep our covenants?*
Answer:	Tùrime stropiáusiai laikýtis sándorų. *We should diligently keep our covenants.*

U. Ask Questions

Remember that one of the roles of adverbs is to tell how something was done. Ask and answer the following questions with your companion. Make sure you use adverbs in all of your answers. After each answer, evaluate whether you could use that sentence in a teaching situation that you have coming up. If so, write it down and memorize it.

1. Kaĩp jùms sẽkasi?
2. Kaĩp Šventóji Dvasià atsãko ĩ mũsų maldàs?
3. Kaĩp pamokà išẽjo?
4. Kaĩp jaũčiatės šiuõ metù?
5. Kaĩp Džòzefas Smìtas prãšė Diẽvo?
6. Kaĩp tùrime ieškóti tiesõs?
7. Kaĩp išẽjo jũsų atóstogos?
8. Kaĩp turétume eĩgtis bažnýčioje?

Comparative Adjectives

Examples

Màno liùdijimas yrà **stiprèsnis** dẽl tõ, kàd àš tarnáuju mìsijoje.	My testimony is **stronger** because I am serving a mission.
Gyvéndami pagaĩ evangèliją mẽs taĩpame **panašesnì** į Krìstų.	As we live the gospel, we become **more like** Christ.
Padékite mùms tàpti **geresniaĩs** misioniẽriais.	Help us become **better** missionaries.

Explanation

Comparative adjectives describe nouns and show that there is a greater degree of the quality or more of something. It is often expressed in English with the suffix ***-er***. For example: bett**er**, bigg**er,** long**er**.

Formation of Comparative Adjectives

- Drop regular adjective endings **-AS, -US**, or **-IS** *(masc. sing.).*
- Add the ending for comparative degree: **-ESNIS** *(masc. sing.).*
- Decline according to the noun being compared.

Adjective *Masc. Sing.*	**Drop the -AS/-IAS/-US/ -IS Ending**	**Add the Comparative Adjective -ESNIS Ending**	**Comparative Adjectives**
gẽr**as** *good*	ger-	~esnis	ger**èsnis** *better*
stipr**ùs** *strong*	stipr-	~esnis	stipr**èsnis** *stronger*
gražù**s** *beautiful*	graž-	~esnis	gražè**snis** *more beautiful*
dìd**is** *big*	did-	~esnis	did**èsnis** *bigger*

Declension

Comparative adjectives, just like regular adjectives, must agree in number, case, and gender with the thing compared.

Declensions

	Masculine		**Feminine**	
	Sg.	**Pl.**	**Sg.**	**Pl.**
Nom.	-esnis	-esni	-esnė	-esnės
Gen.	-esnio	-esnių	-esnės	-esnių
Dat.	-esniam	-esniems	-esnei	-esnėms
Acc.	-esnį	-esnius	-esnę	-esnes
Inst.	-esniu	-esniais	-esne	-esnėmis
Loc.	-esniame	-esniuose	-esnėje	-esnėse

Examples

Kaĩ pãsninkaujame, mẽs ẽsame **jautresnì** Dvãsiai.
*When we fast, we are **more receptive** to the Spirit.*

Dvãsios rãginimus atpažìnsite ìš Dvãsios vaĩsių—taĩ, kàs . . . suteĩkia **geresniũ** mìnčių, **geresniũ** žõdžių ir vẽda į **geresniùs** póelgius—taĩ ìš Diẽvo Dvãsios.
*You recognize the promptings of the Spirit by the fruits of the Spirit—that which . . . leads us to **better** thoughts and **better** words and **better** deeds is of the Spirit of God.*

Sugrąžìnti réiškia grąžìnti į **ankstèsnę** bũseną arbà atkùrti.
*To restore means to return to a **former** condition or to bring back.*

Comparisons using *Negù* and *Ùž*

As is the case of regular adjectives, comparative adjectives modify. But in this case, they show a degree of comparison. You use them when you want to compare two people, places, or things. In order to compare, you must use the word "than," as you do in English.

There are two ways to express the English word "than" in Lithuanian:

- ***Negù* or *neĩ*** can be used if followed by the noun or thing being compared in the nominative case.
- ***Ùž*** can also be used as the comparative word "than" if followed by the noun or thing being compared in the accusative case.

Negù and *Ùž* are interchangeable and either option can be used to express the same idea.

***Negù/Neĩ** (Kàs)*	***Ùž** (Kã)*
Darýkite vìską, kã gãlite, kàd palìktumėte sàvo rajòną stiprèsnį, **negù** rãdote. *Do all you can to leave your area stronger **than** you found it.*	"Tiẽsiai viršˇ sàvo galvõs išvýdau šviesõs stulpą, skaistèsnį **ùž** sáulę . . ." *Directly over my head I saw a pillar of light, brighter **than** the sun . . .*
Nèfis bùvo teisèsnis **negù (neĩ)** sàvo bróliai. *Nephi was more righteous **than** his brothers.*	Nèfis bùvo teisèsnis **ùž** sàvo brólius. *Nephi was more righteous **than** his brothers.*

Activities

A. Decline

From the following adjectives, form comparative adjectives for both masculine and feminine, singular and plural. Check your answers.

1. mãžas
2. darbštùs
3. trumpas
4. išmintìngas
5. puikùs
6. leñgvas
7. normalùs
8. pigùs
9. gabùs
10. lietùviškas

B. Decline

Turn the following adjectives into comparative form and then decline them to the specified gender, plurality, and case. Check your answers.

1. nuolankùs *(m. sing. acc.)*
2. sunkùs *(f. plur. loc.)*
3. gẽras *(f. sing. dat.)*
4. brangùs *(m. plur. inst.)*
5. báltas *(f. sing. gen.)*
6. paklusnùs *(f. plur. acc.)*
7. išdidùs *(m. sing. nom.)*
8. ìlgas *(m. plur. loc.)*
9. stropùs *(f. plur. inst.)*
10. dosnùs *(f. sing. acc.)*

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Diẽvas siũlė ***gerèsnis** plãną neĩ Šetonas.
   *God offered a **better** plan than Satan.*
2. Melchizèdeko kunigỹstė yrà ***aukštèsnis** kunigỹstė.
   *The Melchizedek Priesthood is the **higher** priesthood.*
3. Krìstus padėda mùms turéti ***gerèsnys** miñtys.
   *Christ helps us to have **better** thoughts.*
4. Rytój mẽs gáusime ***naujèsnė** Mormòno Knygàs.
   *Tomorrow we will get **newer** copies of the Book of Mormon.*
5. Mẽs tùrime sténgtis bũti labiaũ ***panašì** į̃ Krìstų.
   *We need to strive to be **more like** Christ.*
6. Jéigu mẽs nesilaikýsime Diẽvo įsãkymu mẽs atsidùrsime ***blogèsnė** padėtyjė.
   *If we will not observe God's commandments, we will find ourselves in a **worse** condition.*
7. Kuõ mẽs daugiaũ darýsime gẽrą žmonéms tuõ ***didèsnis** gáusime paláiminimus.
   *The more we will do good for people, the **bigger** blessings we will receive.*
8. Nèfis bùvo ***jaunesniám** ùž Lamãną ir̃ Lemuèlį.
   *Nephi was **younger** than Laman and Lemuel.*

D. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Nèfis bùvo išmintìngas ùž visùs sàvo brólius, nès jìs laĩkėsi Diẽvo įsãkymų.
2. Džòzefas Smìtas bùvo víenas ìš jáunas pranašų̃ mũsų dienómis.
3. Àš pasirinkaũ gerèsnis kẽlią.
4. Mẽs norétume pérsikraustyti į̃ naujèsname bũtą.
5. Màno d**á**rbas svarbèsnio ùž tàvo d**á**rbą.
6. Mẽs važiúosime į̃ bažnýčią greitesnia autobusù.

Superlative Adjectives

Examples

Celestiàlinė karalỹstė yrà **aukščiáusias** šlovės láipsnis, kurĩ gãlime įgýti.	The celestial kingdom is the **highest** degree of glory we can obtain.
Amžinàsis gyvẽnimas yrà **didžiáusia** Diẽvo dovanà.	Eternal life is God's greatest gift.
Víenas ìš **geriáusių** bũdų peř kurĩ gãlime jaũsti Šventósios Dvãsios įtaką yrà laikýtis įsãkymų.	One of the **best** ways through which we can feel the influence of the Spirit is to keep the commandments.

Explanation

Superlative adjectives describe nouns and denote the highest or greatest existing degree of the quality expressed by the adjective. It is often expressed in English with the suffix -est; for example: great**est**, happi**est**, long**est**.

Formation of Superlative Adjectives

- Drop the regular adjective endings **-AS, -IAS, -US,** or **-IS** *(masc. sing.).*
- Add the ending for superlative degree **-IAUSIAS** *(masc. sing.).*
- Decline according to the thing compared.

Adjective *Masc. Sing.*	**Drop the -AS/-IAS/-US/-IS ending**	**Add the Comparative Adjective -IAUSIAS Ending**	**Superlative Adjectives** *Masc. Sing.*
gẽr**as** *good*	ger-	~iausias	ger**iáusias** *best*
stipr**ùs** *strong*	stipr-	~iausias	stipr**iáusias** *strongest*
gražù**s** *beautiful*	graž-	~iausias	graž**iáusias** *most beautiful*
dìd**is** *big*	did-	~iausias	didž**iáusias*** *biggest*

***Note** the spelling rule when the **"i"** is added: If a **"t"** or **"d"** is followed by **"i + a, u, o,"** then **"t"** becomes **"č"** and **"d"** becomes **"dž."**

Declension

Superlative adjectives, just like regular adjectives, must agree in number, case, and gender with the thing compared. They decline as follows:

	Masculine		**Feminine**	
	Sg.	**Pl.**	**Sg.**	**Pl.**
Nom.	-iausias	-iausi	-iausia	-iausios
Gen.	-iausio	-iausių	-iausios	-iausių
Dat.	-iausiam	-iausiems	-iausiai	-iausioms
Acc.	-iausią	-iausius	-iausią	-iausias
Inst.	-iausiu	-iausiais	-iausia	-iausiomis
Loc.	-iausiame	-iausiuose	-iausioje	-iausiose

Examples

Kadà bũtų **tinkamiáusias** laĩkas mùms užeĩti? *When would be **the best** time for us to come by?*
Diẽvas negãli žvelgti į̃ núodėmę nèt sù **menkiáusiu** nuolaidžiãvimu. *God cannot look on sin with **the least** degree of allowance.*

Expressing Absolutes

In Lithuanian there are also several ways to express "the best of the best."

1. **Pàts—**denotes that there is only one of that kind (superior and superlative)	pàts geriáusias *the very best*
2. **Kuõ + Superlative Adjective—**also denotes the superior degree	kuõ geriáusias *the best you can get*
3. **Visų̃ + Superlative Adjective—**also denotes the superior degree	visų̃ geriáusias *the best of all*

Activities

A. Forming Superlative Adjectives

From the following adjectives, form superlative adjectives for both masculine and feminine, singular and plural. Check your answers.

1. mãžas
2. puĩkùs
3. nuolankùs
4. brangùs
5. išdidùs
6. darbštùs
7. normalùs
8. brangùs
9. leñgvas
10. ìlgas
11. trum̃pas
12. pigùs
13. gražùs
14. gẽras
15. báltas
16. išmintìngas
17. dosnùs
18. paklusnùs
19. stropùs
20. šiĩtas

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Ìš visų̃ mãno išmókytų kalbų̃ ***lengviaũ** bùvo Lietùvių kalbà.
   *Of all of the languages I learned, Lithuanian was the **easiest.***
2. Mormòno Knygà mán yrà ***brangiáusias** knygà.
   *The Book of Mormon is the **dearest** book to me.*
3. Taĩ yrà Jõnas, ***naujèsnis** mũsų skỹriaus narỹs.
   *This is Jonas, the **newest** member of our branch.*
4. Evangèlijos atradìmas bùvo ***didžiaũ** mãno paláiminimas.
   *Finding the gospel was my **biggest** blessing.*

5. Tù esì mūsų ***jaunesnỹsis*** besìdomintysis.
   *You are our **youngest** investigator.*
6. Galijõtas tuõ metù bùvo ***stipriausiau*** ir̃ ***didžiaũ*** žmogùs.
   *At the time, Goliath was the **strongest** and **biggest** man.*
7. Bìblija yrà ***sẽnas*** šventàsis rãštas.
   *The Bible is the **oldest** scripture.*
8. Taĩ yrà ***ilgiaũ*** tìltas kókį àš tìk esù mãtęs.
   *This is the **longest** bridge I have ever seen.*

C. Matching

Match each superlative adjective with the correct noun. Check your answers.

1. geriáusia	žíedas
2. brangiáusias	sántykiai
3. šilčiáusias	draugẽ
4. puikiáusioje	drabùžiai
5. normaliáusi	óras
6. balčiáusi	žvaigždẽ
7. greičiáusia	viẽtoje
8. ryškiáusia	mašinà

D. Error Correction

Find and correct the mistakes, if they exist. Check your answers.

1. “Didžiáusia dárbas, kurĩ jùms kadà nórs tèks padarýti, yrà taĩp jūsų namũ síenų.“
2. Misioniẽriškas dárbas yrà veiksmìngi, kaĩ žmónės įsipareigója išliktì aktỹvūs Bažnýčioje vìsą sàvo gyvẽnimą ir̃ tõ laĩkosi.
3. Paprastèsnis bũdas užkálbinti žmónes gãtvėje yrà pradéti kalbéti apiẽ dalykùs, kuriẽ dõmina juõs.
4. Geriáusia sėkmẽs rodìklis yrà nè pasíektas tìkslas, õ jūsų tarnãvimas ir̃ kitų pažangà.
5. Kapitõnas Moròmis bùvo víenas ìš stipriáusias kãro vadų Mormòno Knỹgoje.
6. Svarbiáusias dalykas yrà turéti dvasià sù savimì pamokõs metù.

E. Fill In the Blank

Fill in the blanks with the given words after making them into superlative adjective form. Check your answers.

1. Álma yrà _____ knygà Mormòno Knỹgoje.
   (ilgà)
2. Taĩ yrà _____ šventyklà kurią esù mãtęs.
   (gražì)
3. Moròmis yrà màno _____ prãnašas Mormòno Knỹgoje.
   (mêgstamas)
4. Gabijà yrà víena ìš _____ bažnýčios narių Vìlniuje.
   (nuoširdì)
5. Atkūrìmo lankstinùkas yrà pàts _____.
   (áiškus)
6. Klaĩpėda yrà _____ žiemõs metù.
   (šaltà)

F. Translation

Translate the following sentences, using the correct superlative adjectives. Check your answers.

1. The Atonement is the most important thing that Jesus Christ accomplished while being on the earth.
2. John is the most giving person I have ever met.
3. The Holy Spirit is the most important element in this work.
4. Church members are the best source for finding new investigators.
5. This is the most beautiful flower I have ever seen.
6. Brother Jankūnas is one of the best people I have ever met.

G. Scripture Activity

In the following scriptures, locate the superlative adjectives and translate the sentences in which they are found.

1. 1 Nèfio 8:11 2. 1 Nèfio 11:15 3. 1 Nèfio 11:22 4. Jokūbo 5:52 5. 3 Nèfio 8:1 6. D&S 76:66

Prepositions

Examples

Didỹsis Atsimetìmas prìvedė **priẽ** dvãsinės tamsõs.	The Great Apostasy led **to** spiritual darkness.
Mormòno Knygà liùdija **apiẽ** Jézų Krìstų.	The Book of Mormon testifies **about** Jesus Christ.
Peř Jõ Apmokéjimą mẽs gãlime vẽl gyvénti **sù** Dañgiškuoju Tévu.	**Through** His Atonement, we can live **with** Heavenly Father again.

Explanation

- Prepositions are pre-positioned before nouns. They often answer the question "Where?"
- Certain prepositions force certain cases. Below are tables of prepositions organized by which case they force.

Genitive Case

Below is a chart listing some common prepositions that force the genitive case.

põ	*after*	**ikì**	*until, up to, as far as*	**artì**	*near, close by*
priẽ	*at, near, in the vicinity of, by, close to*	**viř š**	*above*	**anót**	*according to*
gretà	*beside*	**añt**	*on*	**dėkà**	*thanks to*
ùž	*behind*	**šiàpus**	*on this side of*	**bè**	*without*
nuõ	*from, off, since*	**abìpus**	*on both sides of*	**pusiáu**	*half way up/along*
šalià	*near, by, at the side of*	**anàpus**	*on the other side*	**dẽl**	*for, because of*
tařp	*between, among*	**liñk**	*toward*	**pasàk**	*according*
ìš	*out of, from*	**tolì**	*far from*	**lìg (lìgi)**	*until, as far*

Examples

"Tiẽsiai **viř š** sàvo galvõs išvýdau šviesõs stuĩpą . . ."
*"Exactly **over** my head I saw a pillar of light . . ."*

Mẽs láukiame tavęs **priẽ** stotẽlės.
*We are waiting for you **by** the bus stop.*

Accusative Case

Below is a chart listing some common prepositions that force the accusative case.

apiẽ	*about, concerning*	**pàs**	*to, at the home of*	**priẽš**	*before, against*
apliñk	*around, by*	**paskuĩ**	*right after, close behind*	**príešais**	*in front of, opposite*
į	*to, into*	**peř**	*through, during*	**prõ**	*by, past, through*
pagaĩ	*according to*	**põ**	*around, all over*	**ùž**	*for*

Examples

Mẽs stovésime **príešais** Diẽvą bũti teisiamíems **pagaĩ** sàvo dárbus.
*We will stand **before** God to be judged according to our works.*

Sekmãdieniais mẽs eĩname **į̃** bažnýčią.
*On Sundays we go **to** church.*

Instrumental Case

Below is a chart listing some common prepositions that force the instrumental case.

põ	*under*	**sulìg**	*as far as, according to*
sù	*with*	**tiẽs**	*opposite, in front of*

Examples

Màno knygà nukrìto **põ** stalù.
My book fell under the table.

Visadà bũkite **sù** sàvo pórininku.
Always be with your companion.

Activities

A. Matching

Match the following prepositions with their English definitions. If the preposition has more than one meaning, both definitons are included. Check your answers with those in the answer key.

1. põ
2. pàs
3. ikì
4. peř
5. ùž
6. šalià
7. tařp
8. priẽš
9. sù
10. į̃
11. apiẽ
12. bè
13. añt
14. tolì

between, among
on
without
until
with
about
to, into
far from
for, behind
to, at the home of
after, around, all over
through
before
near

B. Multiple Choice

Circle the correct answer for each question. Check your answers.

1. Kalbėjome sù _____ gãtvėje.

   A. móteris
   B. móterys
   C. móterimi
   D. móteryje

2. Tualètas yrà ùž _____.

   A. kam̃po
   B. kam̃pas
   C. kampù
   D. kámpos

3. Mẽs ẽsame misioniẽriai ìš Jézaus Krìstaus _____.

   A. bažnýčia
   B. bažnýčios
   C. bažnýčiai
   D. bažnyčiu

4. Ikì _____.

   A. sekmãdienio
   B. sekmãdienis
   C. sekmadienys
   D. sekmãdieniu

5. Àš esù laimingèsnis dẽl _____.

   A. evangèlijomis
   B. evangèlija
   C. evangèlijoje
   D. evangèlijos

6. Gãlime žinóti tái, kàs yrà tiesà peř sàvo _____ iř jausmùs.

   A. minčius
   B. miñtys
   C. mintìs
   D. mìnčių

7. Jézus Krìstus tarnãvo taĩp _____ Jerùzalėje iř taĩp pàt Amèrikoje.

   A. žmónės
   B. žmoniū̃
   C. žmonėmìs
   D. žmónes

8. Svarbiáusiai yrà kalbéti ìš _____.

   A. širdimì
   B. širdìs
   C. šìrdį
   D. širdiẽs

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Prãšome tavę̃s paláiminti misionieriùs tarnáujančius põ ***pasáulio.**

   *We ask Thee to bless the missionaries serving **throughout the world.***

2. Priẽ ***pérėja** sustókite!

   *Stop by the **crosswalk!***

3. Mẽs líksime dvãsių pàsãulyje ìkí ***prikėlímu.**

   *We will remain in the spirit world until the **Resurrection.***

4. Tùrime gyvénti pagaĩ Krìstaus mókymus ***parašýtų** rãštuose.

   *We have to live according to Christ's **teachings written** in the scriptures.*

5. Diẽvas yrà šalià ***mẽs.**

   *God is close to **us.***

6. Statýkite tìkslą važiúoti į̃ ***šventyklà** sù sàvo ***šeĩmai.**

   *Set a goal to go to the **temple** with your **family.***

D. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Kadà išvažiouja autobùsas ìš Vìlnius į Kaũnas šiañdien põ trečià vãlanda?
2. Kaĩp mẽs gãlime sèkti paskuĩ Krìstumi?
3. Gélbėtojas kviẽčia žmónes ateĩti pàs Jamè.
4. Ar̃ jùms bũtų patogiaũ susitìkti pàs mumìs arbà pàs jumìs?
5. Priẽš pamokos, arè gãlime pradéti nuõ maldõs?
6. Mẽs gyvẽname netolì bažnýčios.

E. Scripture Activity

For each of the following scriptures, identify the preposition, the word or phrase affected by the preposition and the case the preposition forces.

1. 1 Nèfio 14:27 2. 2 Nèfio 25:26 3. Mòzijo 1:17 4. Álmos 34:34 5. 3 Nèfio 8:4 6. Etèro 2:7

F. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. Eternal life is given to those who endure to the end.
2. We often knock on doors in the winter.
3. We are grateful for the Atonement of Jesus Christ.
4. There are many opportunities throughout the day to serve others.
5. Can we begin our lesson with a prayer?
6. You *(formal)* don't need to live without hope.
7. Can you *(informal)* meet after five?
8. The gift of the Holy Ghost is given by the laying on of hands.

G. Memorize

Memorize five new prepositions and create a sentence for each that you could use throughout the day.

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Objects, People, and Their Characteristics

- Adjectives
- Comparative Adjectives
- Superlative Adjectives
- Adverbs
- Prepositions

Activities

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 11 errors in it. Check your answers.

> Priẽš šiẽmtmečius trùkusios dvãsinė tamsýbės, tiesõs íeškantys výrai iř móterys ẽmė protestúoti priẽ tuometìnis relìginis prãktiką. Jiẽ suvókė, jóg daugumà doktrìnų beĩ Evangèlijos apeigũ bùvo pàkeistos ař pràrastos. Jiẽ ieškójo ryškèsnė dvãsinė šviẽsos, daũg kàs kalbéjo dėl būtinýbę sugrąžìnti tiẽsą. Tačiaũ jiẽ nesiskélbė Diẽvo pašauktaĩs pranašaĩs. Jiẽ tìk sténgėsi reformúoti, jũ mãnymu, pàkeistus ař iškraipýtus mókymus iř prãktikas. Dẽl jũ pastangũ bùvo įkurtà daũg protestántiškos bažnýčių. Šiõs reformãcijos rezultãtas bùvo padidéjęs relìginė láisvės akcentãvimas, atvéręs kẽlią galutìnia sugrąžìnimui.
>
> *After centuries of spiritual darkness, truth-seeking men and women protested against current religious practices. They recognized that many of the doctrines and ordinances of the gospel had been changed or lost. They sought for greater spiritual light, and many spoke of the need for a restoration of truth. They did not claim, however, that God had called them to be a prophet. Instead, they tried to reform teachings and practices that they believed had been changed or corrupted. Their efforts led to the organization of many Protestant churches. This Reformation resulted in an increased emphasis on religious freedom, which opened the way for the final Restoration.*

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nine errors in it. Check your answers.

> Vyresnỹsis Džefrìs R. Hòlandas mókė: „Pirmiáusias, ką padarýsite, kám besidomintỹsis pasakỹs, jóg neskaĩtė iř nesìmeldė dẽl Mormòno Knỹgos, taĩ pasijùsite sukrẽsti! [...] Dažniáusias ẽsame pernelýg paviršutìniškas šiuõ kláusimu. Taĩ ámžinąjį gyvẽnimas. Taĩ Diẽvo vaikų išgélbėjimas. Amžinýbė balansúoja. [...] Taĩ svarbiáusios kẽlias, kuriuõ kadà nórs eĩs šìs besidomintỹsis. Galbũt jìs tõ nežìno, bèt jũs jaũ žìnote! [...] Todẽl valdýkite šią situãciją. Mókykite galingèsnis iř įgaliójimu iř tadà, jéigu pirmúosius žiñgsniai į įsãkymų iř sandorų laĩkymąsi bùs nesėkmìngai, išgyvénkite sukrėtìmą“
>
> *Elder Jeffrey R. Holland taught: “The first thing you will do when an investigator tells you he or she had not read and prayed about the Book of Mormon is be devastated! . . . Much of the time we are just too casual about all of this. This is eternal life. This is the salvation of the children of God. Eternity hangs in the balance. . . . It is the most important path this investigator will ever walk. But if he or she doesn’t know that, at least you do! . . . So take control of this situation. Teach with power and authority, and then be devastated if the first steps toward commandment-keeping and covenant-keeping have not been successfully begun.”*

C. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. We can communicate with God through sincere prayer.
2. They draw near to me with their lips, but their hearts are far from me.
3. God is our Heavenly Father.
4. Having begun His earthly ministry, the Savior again restored His perfect Church on the earth.
5. Heavenly Father provided a way for us to successfully live this life and return to live in His presence.
6. Diligently study the doctrines of the gospel.
7. Your studies of the gospel are most effective when the Holy Ghost teaches you.
8. Directly over my head I saw a pillar of light, brighter than the sun, which slowly descended until it rested on me.
9. Find the most fitting method for you to study the scriptures.
10. After Jesus Christ's death, wicked people persecuted the Apostles.
11. Why is it worth it to thoroughly ponder spiritual messages?
12. The knowledge that the Book of Mormon is true leads us to the knowledge that Joseph Smith was called as a prophet and that through him the gospel of Jesus Christ was restored.
13. In mortal life, we experience what brings us happiness.
14. There is not a work which would be more interesting than this, or that would provide more satisfaction.
15. The restored gospel blesses and helps families, trying to create stronger relationships and their family's spiritual power.
16. We have to accept Christ and repent of our sins.
17. The Savior overcame physical death.
18. If we will live according to His gospel, He will mercifully forgive our sins.
19. What affects the conversion of an investigator most?
20. We preach and teach, but not to convince people to live better lives.
21. We received the privilege to be born in these last days, and not in earlier times, so that we would help carry the gospel to the whole earth.
22. Eternal life is God's gift and is the highest status that we can attain.

D. Fill In the Blank

Fill in the blanks with the correct form of each word. Check your answers.

1. Šventóji Dvasià įspéja mùs apiẽ _____ ař _____ pavõjų.
   (spiritual) *(physical)*
2. Tikéjimas Krìstumi vẽda _____ atgailõs.
   (beside)
3. Ką̃ réiškia bũti _____?
   (responsible)
4. Ãsmeniškai meldžiúosi _____ dù kartùs peř diẽną.
   (at least)
5. Visì įrašai jũsų rajòno knỹgoje turétų bũti _____ iř _____ įskaĩtomi?
   (specific) *(easily)*

6. Víenas ìš màno _____ troškìmų yrà paveldéti ámžinąjį gyvẽnimą Celestiálinėje Diẽvo karalỹstėje.
   (biggest)
7. Gyvẽnimas pìlnas sunkùmų, vienì yrà _____, kitì _____.
   (smaller) *(more serious)*
8. Besidõmintiesiems reĩkia lankýtis _____ bažnýčioje, kàd pasikrìkštytų.
   (regularly)
9. Šãbo diẽną tùrime susilaikýti _____ apsipirkinėjimų beĩ dalyvãvimo kitosè komèrcinėse iř spòrto ve iklosè. *(from)*
10. Tuõs, kuriẽ mažaĩ žìno arbà niẽko nežìno apiẽ Gélbėtoją, svarbù mókyti _____ apiẽ Jĩ.
    (concretely)
11. Moròmis, nùvedė Džòzefą Smìtą _____ kalvõs, kuriojè ìštisus šimtmečius gulėjo pàslėptos auksìnės pl okštẽlės. *(by)*
12. Peř mũsų tikėjimą Jėzumi Krìstumi Jìs gãli mùs išgýdyti tiẽk _____, tiẽk iř _____.
    (physically) *(spiritually)*
13. Išmintiẽs Žõdžiui paklũstantys žmónės yrà _____ dvãsinėms tiesóms.
    (more sensitive)
14. Taĩ yrà laĩko periòdas _____ pàt añtrąjį Jėzaus Krìstaus atėjìmą.
    (before)
15. Vérti suáugę výrai galiáusiai gaũs Melchizedèko, arbà _____, kunigỹstę.
    (the higher)
16. Taĩ, kàs apšviẽčia, kàs ùgdo, kàs yrà teigiamà, kàs pritartinà iř pakyléja, suteĩkia _____ mìnčių, _____ žõdžių iř vẽda *(better)* *(better)*
17. Į _____ póelgius—taĩ iš Diẽvo Dvãsios.
    (better)
18. Tùrite sureñgti saváitės planãvimo sèsiją tókiu laikù, kadà Evangèlijos skleidìmas bũna _____ produktyvùs. *(least)*
19. Darýkite vìską, kã gãlite, kàd palìktumėte sàvo rajòną _____, negù rãdote.
    (stronger)
20. Drausmẽ, susìdedanti ìš kasdienìnio paklusnùmo, _____ jùs sùkuria saugùmo šárvus nuõ pagùndų.
    (around)
21. Dvì _____ dãlys jũsų kortėlėje yrà jũsų pavardẽ iř Gélbėtojo vařdas.
    (most important)
22. Sándoros paprastaĩ sudãromos peř _____ ãpeigas, tókias kaĩp krìkštas.
    (holy)
23. _____ sėkmẽs rodìklis yrà nè pasíektas tìkslas, õ jũsų tarnãvimas iř kitų pažangà.
    (The best)
24. _____ pasiekiamì tikslaĩ padẽs jùms dìrbti veiksmìngai.
    (Difficultly)
25. _____ pamokosè áiškinami doktrinìniai Jėzaus Krìstaus Evangèlijos pagrindaĩ.
    (In the first three)

E. Scripture Activity

Read 1 Nefio 8:10–12 and Almos 32:42, two passages that describe the fruit of the tree of life. Write down each description of the fruit, as well as comparative and superlative adjectives. Then read Almos 36:20–21. How do the feelings that Alma describes in these verses parallel the descriptions of the fruit of the tree of life? (You may also want to read 3 Nefio 19:25 and note the similar comparisons in that verse.) Finally, read 1 Nefio 11:22–23, where Nephi says what the tree of life represents. What two comparative statements does Nephi make about God's love, and what do they mean? Prepare a description of the fruit of the tree of life and an explanation of what it represents and how we can obtain it that you could share with one of your current investigators. Use the language of the scriptures as appropriate. Practice sharing with your companion and get his or her feedback, especially on your use of the principles in this review.

F. Writing Activity

Write a thank-you letter to your branch president. Pay special attention to using adjectives and adverbs correctly in your letter. Have your companion or another missionary read your letter and suggest changes that could be made. Give your letter to the branch president.

Companionship Activities

G. Progress Record

With your companion, prepare or look over the Progress Record that you will use to report on the progress of your investigators and new members in your next missionary coordination or ward council meeting. Discuss the following question together: *"Do ward leaders really understand who these individuals are and the progress they are making in their lives?"* Write out several sentences of description about each investigator or new member and their progress that can help ward leaders see these people as individuals. Include comparisons that show progress, such as *"The Pranaičių family is more excited to read the scriptures together than they were before."* Give each other feedback on your grammar. Attach your descriptions to the Progress Record and practice saying them so that you can use them to describe the people you are working with in the upcoming meeting.

H. Twenty Questions

With your companion, take turns thinking of a gospel-related person, place, or thing. Ask up to 20 yes or no questions about the mystery object to try to figure out what it is. Ask specific questions that use comparisons, such as *"Is this object smaller than my scripture case?"* The companion that thought of the object must answer the questions with complete sentences. *"No, it is larger than your scripture case."* Then switch roles.

Asking and Answering Questions of Quality and Quantity

Purpose

This function is to help you talk about quantities of things; for example, how many kingdoms of glory there are or how many Apostles we have today. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- There were **five** investigators at church today. ("Numbers")
- Jesus Christ called **twelve** Apostles. ("Numbers")
- I have been a missionary for **one** year. ("Numbers")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Savior's Earthly Ministry (How many Apostles did Jesus call?)
- Kingdoms of Glory (How many kingdoms of glory are there?)
- Keep the Ten Commandments (What are the Ten Commandments?)
- Tithing (How much money should we donate as tithing?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Make a Purchase (How much does this item cost? How many should we buy?)
- Make a Telephone Call (What is their telephone number? When is the best time to call them?)
- Use the Scriptures (What chapter are we going to read? Which verse could we share?)

Numbers

Examples

Šią saváitę mẽs surãdome **penkìs** naujùs besìdominčiuosius.	This week we found **five** new investigators.
Ar galétumėte pérskaityti paskutinės **dvì** šiõs knỹgos įvado pastráipas?	Would you read the last **two** paragraphs in the introduction of this book?
„**Dviejũ** ar **trijũ** liùdytojų paródymais remsis visà bylà“ (2 Korintiečiams 13:1).	“In the mouth of **two** or **three** witnesses shall every word be established” (2 Corinthians 13:1).

Explanation

Numbers are adjectives. They simply describe how many people, places, things, etc. There are two types of numbers: cardinal and ordinal.

- Cardinal numbers are normal (one, two, three, etc.).
- Ordinal numbers tell order (first, second, third, etc.).

Standard Declension

Like adjectives, numbers decline. They must match the noun they describe in *number, case,* and *gender*. For example, if I say, “I read five books,” “books” will be in the accusative case, and the number “five” must be in accusative as well.

Examples

Àš turiù **víeną** brólį ir **víeną** sẽserį.
*I have **one** brother and **one** sister.*

Mẽs važiúosime į bažnýčią **antrù** autobusù.
*We will go to church on the **second** bus.*

Teens and Tens

All **teens** and **multiples of 10** force **genitive**. This is called **the number rule**.

11–19	**0, 10, 20, 30 . . .**
Genitive Pl.	Genitive Pl.
• Šešiólika misioniẽrių	• Dẽšimt misioniẽrių
• Šešiólika knỹgų	• Dvìdešimt knỹgų

Examples

Àš turiù šešiólika* **knỹgų.**
I have 16 books.

Čià yrà trìsdešimt **kėdžių.**
There are 30 chairs here.

Note:** *Šešiólika* is ***not a typo. In accusative, the teens (11–19) do ***not*** end in *-ą*.

Also notice that the *number itself* is ***not*** in genitive. The number is in whatever case the sentence requires. Only the thing being counted is put in genitive.

Examples

Mẽs atìdavėme **penkiólika** *(Acc.)* Mormòno Knỹgos **egzempliõrių** *(Gen.)* **penkiólikai** *(Dat.)* **žmoniũ** *(Gen.).*
*We gave away **15 copies** of the Book of Mormon to **15 people.***

Gyvéndamas žẽmėje, Jézus Krìstus pàšaukė **dvýlika** *(Acc.)* **apãštalų** *(Gen).*
*While on the earth, Jesus Christ called **twelve Apostles.***

Ending with One

Yet another odd number rule is that any number ending with a *one* will be singular. Essentially, Lithuanians would say, "I have 31 **book**," not "I have 31 **books**."

11, 21, 31, 41 . . .

Singular

- Víenas misioniẽrius
- Trìsdešimt vienà knygà

Examples

Yrà šiñtas víenas **misioniẽrius** mũsų mìsijoje.
*There are 101 **missionary** in our mission.*

Mẽs mókome dvìdešimt víeną **besìdomintjjį**.
*We teach 21 **investigator.***

Numbers and Plural objects

As in English with words such as scissors or pants, there are words in Lithuanian which only appear in plural. Words that only take the plural form must be simply memorized. When specifying numbers of such words, a special set of numbers must be used.

	One		Two		Three		Four		Five	
	Masc.	**Fem.**	**Masc.**	**Fem.**	**Masc.**	**Fem.**	**Masc.**	**Fem.**	**Masc.**	**Fem.**
N	vienerì	víenerios	dvejì	dvejõs	trejì	trejõs	ketverì	kẽtverios	penkerì	peñkerios
G	vieneriũ	vieneriũ	dvejũ	dvejũ	trejũ	trejũ	ketveriũ	ketveriũ	penkeriũ	penkeriũ
D	vieneríems	vienerióms	dvejíems	dvejóms	trejíems	trejóms	ketveríems	ketverióms	penkeríems	penkerióms
A	víenerius	víenerias	dvejùs	dvejàs	trejùs	trejàs	ketverius	kẽtverias	peñkerius	peñkerias
I	vieneriaĩs	vieneriomìs	dvejaĩs	dvejomìs	trejaĩs	trejomìs	ketveriaĩs	ketveriomìs	penkeriaĩs	penkeriomìs
L	vieneriuosè	vieneriosè	dvejuosè	dvejosè	trejuosè	trejosè	ketveriuosè	ketveriosè	penkeriuosè	penkeriosè

	Six		Seven		Eight		Nine	
	Masc.	**Fem.**	**Masc.**	**Fem.**	**Masc.**	**Fem.**	**Masc.**	**Fem.**
N	šešerì	šẽšerios	septynerì	septýnerios	aštuonerì	aštúonerios	devynerì	devýnerios
G	šešeriũ	šešeriũ	septyneriũ	septyneriũ	aštuoneriũ	aštuoneriũ	devyneriũ	devyneriũ
D	šešeríems	šešerióms	septyneríems	septynerióms	aštuoneríems	aštuonerióms	devyneríems	devynerióms
A	šẽšerius	šẽšerias	septýnerius	septýnerias	aštúonerius	aštúonerias	devýnerius	devýnerias
I	šešeriaĩs	šešeriomìs	septyneriaĩs	septyneriomìs	aštuoneriaĩs	aštuoneriomìs	devyneriaĩs	devyneriomìs
L	šešeriuosè	šešeriosè	septyneriuosè	septyneriosè	aštuoneriuosè	aštuoneriosè	devyneriuosè	devyneriosè

Here is a list of commonly used nouns that appear only in the plural:

kélnės — *pants*	baltìniai — *underwear*
lašiniaĩ — *bacon*	pùsryčiai — *breakfast*
akiniaĩ — *glasses*	pãmaldos — *religious service*
mẽtai — *year*	pabaigtùvės — *end celebration*
vaĩrtai — *gate*	piẽtūs — *lunch*
žìrklės — *scissors*	vestùvės — *wedding*
marškiniaĩ — *shirt*	sukaktùvės — *anniversary*

Examples: Àš jaũ esù misioniẽrius **víenerius metùs**.
*I have already been a missionary for **one year**.*

Yrà tìk **vienerì** vaĩrtai vẽdantys˛ Krìstaus vaĩrdo priėmìmą ĩr taĩ yrà krìkš-tas.
*There is only **one** gate that leads us to accept the name of Christ, and that is baptism.*

Number Declensions

Number	Gender	Cardinal						Ordinal
		Nominative	Genitive	Dative	Accusative	Instramental	Locative	Nominative
1	Masc. Fem.	vienas viena	vieno vienos	vienam vienai	vieną	vienu viena	viename vienoje	pirmas pirma
2	Masc. Fem.	du dvi	dviejų	dviem	du dvi	dviem	dviejuose dviejose	antras antra
3	Masc. Fem.	trys	trijų	trim	tris	trimis	trijuose trijose	trečias trečia
4	Masc. Fem.	keturi keturios	keturių	keturiems keturioms	keturis keturias	keturiais keturiomis	keturiuose keturiose	ketvirtas ketvirta
5	Masc. Fem.	penki penkios	penkių	penkiems penkioms	penkis penkias	penkiais penkiomis	penkiuose penkiose	penktas penkta
6	Masc. Fem.	šeši šešios	šešių	šešiems šešioms	šešis šešias	šešiais šešiomis	šešiuose šešiose	šeštas šešta
7	Masc. Fem.	septyni septynios	septynių	septyniems septynioms	septynis septynias	septyniais septyniomis	septyniuose septyniose	septintas septinta
8	Masc. Fem.	aštuoni aštuonios	aštuonių	aštuoniems aštuonioms	aštuonis aštuonias	aštuoniais aštuoniomis	aštuoniuose aštuoniose	aštuntas aštunta
9	Masc. Fem.	devyni devynios	devynių	devyniems devynioms	devynis devynias	devyniais devyniomis	devyniuose devyniose	devintas devinta
10	Masc. Fem.	dešimt	dešimties	dešimčiai	dešimtį	dešimčia	dešimtyje	dešimtas dešimta
11	Masc. Fem.	vienuolika	vienuolikos	vienuolikai	vienuolika	vienuolika	vienuolikoje	vienuoliktas vienuolikta
12	Masc. Fem.	dvylika	dvylikos	dvylikai	dvylika	dvylika	dvylikoje	dvyliktas dvylikta
13	Masc. Fem.	trylika	trylikos	trylikai	trylika	trylika	trylikoje	tryliktas trylikta
14	Masc. Fem.	keturiolika	keturiolikos	keturiolikai	keturiolika	keturiolika	keturiolikoje	keturioliktas keturiolikta
15	Masc. Fem.	penkiolika	penkiolikos	penkiolikai	penkiolika	penkiolika	penkiolikoje	penkioliktas penkiolikta
16	Masc. Fem.	šešiolika	šešiolikos	šešiolikai	šešiolika	šešiolika	šešiolikoje	šešioliktas šešiolikta
17	Masc. Fem.	septyniolika	septyniolikos	septyniolikai	septyniolika	septyniolika	septyniolikoje	septynioliktas septyniolikta
18	Masc. Fem.	aštuoniolika	aštuoniolikos	aštuoniolikai	aštuoniolika	aštuoniolika	aštuoniolikoje	aštuonioliktas aštuoniolikta
19	Masc. Fem.	devyniolika	devyniolikos	devyniolikai	devyniolika	devyniolika	devyniolikoje	devynioliktas devyniolikta

Number	Gender	Cardinal						Ordinal
		Nominative	Genitive	Dative	Accusative	Instramental	Locative	Nominative
20	**Masc.** **Fem.**	dvidešimt	-	-	-	-	-	dvidešimtas dvidešimta
30	**Masc.** **Fem.**	trisdešimt	-	-	-	-	-	trisdešimtas trisdešimta
40	**Masc.** **Fem.**	keturiasdešimt	-	-	-	-	-	keturiasdešimtas keturiasdešimta
50	**Masc.** **Fem.**	penkiasdešimt	-	-	-	-	-	penkiasdešimtas penkiasdešimta
60	**Masc.** **Fem.**	šešiasdešimt	-	-	-	-	-	šešiasdešimtas šešiasdešimta
70	**Masc.** **Fem.**	septyniasdešimt	-	-	-	-	-	septyniasdešimtas septyniasdešimta
80	**Masc.** **Fem.**	aštuoniasdešimt	-	-	-	-	-	aštuoniasdešimtas aštuoniasdešimta
90	**Masc.** **Fem.**	devyniasdešimt	-	-	-	-	-	devyniasdešimtas devyniasdešimta
100	**Singular** **Plural**	šimtas šimtai	šimto šimtų	šimtui šimtams	šimtą šimtus	šimtu šimtais	šimte šimtuose	šimtas,šimti šimta, šimtos
1000	**Singular** **Plural**	tūkstantis tūkstančiai	tūkstančio tūkstančių	tūkstančiui tūkstančiams	tūkstantį tūkstančius	tūkstančius tūkstančiais	tūkstantyje tūkstančiuose	tūkstantis, tūkstanti, -tos

Activities

A. Fill In the Blank

Fill in the blank with the *cardinal* number of the correct case and gender. Check your answers.

1. Jìs tùri _____ knygàs.

   (seven)

2. Yrà _____ žmónės Pirmojè Prezidentũroje.

   (three)

3. ÀŠ perskaičiaũ Mormòno Knỹgą _____ kartùs.

   (four)

4. Põ trijũ liùdytojų, Diẽvas léido dár _____ žmonéms matýti auksinès plokštelès.

   (eight)

Fill in the blank with the *ordinal* number of the correct case and gender.

1. Antãnas bùvo mũsų _____ besidomintỹsis Kaunè.

   (first)

2. Šiañdien, ìšdaviau sàvo _____ Mormòno Knỹgą.

   (139th)

3. Mẽs važiúosime _____ autobusù.

   (the 17th)

4. _____ evangèlijos prìncipas yrà ištvérimas ikì gãlo.

   (The fifth)

B. Scripture Activity

In the following scriptures, find the the numbers and state the gender and case of each. Also write down whether the number is in ordinal or cardinal form. Check your answers.

	Number	Gender	Case	Ordinal or Cardinal
1 Nèfio 18:15				
2 Nèfio 13:3				
Mòzijo 18:16				
Álmos 58:8				
Álmos 58:38				
Helãmano 2:1				

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jìs kalbéjo ***septýni** minutès.

   *He spoke for **seven** minutes.*

2. Šventóji Dvasià yrà ***trỹs** Dievýbės narỹs.

   *The Holy Ghost is the **third** member of the Godhead.*

3. Denàs Džóunsas bùvo ***víena** geriáusių misioniẽrių šiamè Evangèlijos laikótarpyje.

   *Dan Jones was **one** of the best missionaries in this gospel dispensation.*

4. Mẽs visì láukiame Jézaus Krìstaus ***añtras** atėjìmo.

   *We are all waiting for the **Second** Coming of Jesus Christ.*

5. Prezideñtas Deívidas Õ. Makéjus bùvo Diẽvo pàšauktas bũti ***devyneriu** prãnašu pastaromìs dienomìs.

   *President David O. McKay was called by God to be the **ninth** prophet in the latter days.*

6. Ãsmenys, kuríems ***devynì** ař daugiaũ mẽtų, yrà atsiveř̃tusieji.

   *Individuals who are **nine** years or older are converts.*

7. ***Kẽturias** svarbiáusios galimýbės studijúoti yrà asmenìnės stùdijos, stùdijos sù pórininku, apýgardos susirinkìmai iř zònos konfereñcijos.

   ***Four** of the most important opportunities to study are personal study, companionship study, district meetings, and zone conferences.*

8. Laikýkitės ***Dešimt** Diẽvo įsãkymų!

   *Keep the **Ten** Commandments!*

D. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Jézus Krìstus pàšaukė dvýliką výrų tàpti Jõ apãštalais.
2. Bažnýčioje, įprastaĩ mẽs gíedame trỹs gíesmes, bèt kartaĩs mẽs gíedame ir kẽturias.
3. Trỹs iř aštuonì liùdytojų liùdijimai yrà įródymas kàd Džòzefas Smìtas bùvo tìkras prãnašas.
4. Vaikaĩ turétų krìkštytis tìk kaĩ jíems yrà aštuonì mẽtai.
5. Retaĩ kadà pamokà turétų tęstis ilgiaũ neĩ kẽturiasdešimt peñkios minùčių.
6. Pìrmas trỹs pamokosè áiškinami doktrinìniai Jézaus Krìstaus Evangèlijos pagrindaĩ.
7. Šiañdien, mẽs skaitýsime apiẽ pirmàsis prãnašą, Adõmą.
8. Prezideñtas Nelsonas, šešioliktui prãnašas mũsų laikaĩs, turì daũg atsakomýbės.

E. Fill in the Blank

Fill in the blank with the correct word. Check your answers.

1. Mẽs tùrime_____ _____.
   (10) (investigators)
2. Màno pórininkas kalbéjo sù _____ _____ vãkar.
   (51) (people)
3. Mẽs išdúosime _____ _____ rytój.
   (25) (copies of the Book of Mormon)
4. Mẽs dãvėme _____ _____ _____ _____ _____ šiañdien.
   (three) (copies of the Book of Mormon) (to three) (people)
5. Peř visúotinę konferenčiją, mẽs klaũsome _____ _____ iř _____ _____.
   (14) (Apostles) (one) (prophet)
6. Mẽs susitìksime sù Aĩvydu ùž _____ _____.
   (30) (minutes)

F. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. I am 21 years old.
2. I am 18 years old.
3. I brought 37 pants with me.
4. How could you ever actually use 37 pants?
5. I've had that same question for two years now.
6. We need four kilograms of bacon this week.
7. There are three religious services at our church on Sunday at three different times.
8. We gave Antanas eight white shirts for his mission.
9. I only have one pair of glasses.

G. Car Counting

After you and your companion have contacted everyone at a bus stop, have your companion count cars that go by in one direction, and count out loud how many pass in the other direction. The first one to 30 wins. Try counting using ordinal numbers or in different cases for practice.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- **On Sundays,** we go to church. ("Time Expressions")
- Our appointment is at **three o'clock** on Thursday. ("Telling Time")
- If we are obedient, we will live **in heaven.** ("Locative Case")
- I am **21 years** old. ("Days, Months, and Years")
- **What time** is it? ("Telling Time")
- Will you prepare yourself to be baptized on **August 31st**? ("Days, Months, and Years")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- The Great Apostasy (How long did the Great Apostasy last?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Baptism (Where and when do baptism and confirmation take place?)
- Pray Often (Where can we pray? How often should we pray?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (When does each part of the meeting happen?)
- Get to Know Someone (Where do they live? How long have they lived there? Where do they work? How long have they worked there? How long have you been a missionary? When were you baptized?)
- Give Directions (How do we get to church? What do you pass along the way?)
- Make Appointments (When are the investigators available? Where is the appointment?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place? How long do you spend doing service each week?)
- Use the Scriptures (Where is the scripture found?)

Telling Time

Examples

Bažnýčia prasìdeda sekmãdienį **vienúoliktą vãlandą.***	Church starts Sunday **at 11 o'clock.**
Ar galėtumė mẽs susitìkti sù jumìs rytój **ketvirtą vãlandą**?	Could we meet with you tomorrow **at four o'clock**?
Dabař yrà **trỹs vãlandos.**	It's **three o'clock.**

Explanation

This chapter explains how to tell time in Lithuanian. "What time is it?" can be expressed in many different ways. Here are some of the most common. It is important to note, however, that *how* you answer a time question depends on how the question was asked. "Kíek laĩko?" and "Kíek valandų̃?" are answered using *cardinal* numbers, while "Kelintà dabař valandà?" and "Kurì dabař valandà?" are answered using *ordinal* numbers.

Question	Answer
Kíek laĩko? *How much time?*	*Cardinal*
Kíek valandų̃? *How many hours?*	
Kelintà dabař valandà? *Which hour is it now?*	*Ordinal*
Kurì dabař valandà? *Which hour is it now?*	

***Note:** Whenever you want to say "at _____" (a certain time), as in "We will meet *at four o'clock,*" ordinal numbers *must* be used. See the first two examples at the top of the page. It is incorrect to say, "Bažnýčia prasìdeda sekmãdienį **vienúolikos vãlandos**."

Answering

Below are some examples of answering time questions in Lithuanian using both cardinal and ordinal numbers. As a reminder, cardinal numbers are *1, 2, 3,* etc. and ordinal numbers are *first, second, third,* etc. (hint: **ord**inal means **ord**er).

Time	Question	Answer	Form
8:00	Kíek valandų̃? *How many hours?*	Aštúonios valandõs. *Eight hours.*	*Cardinal*
2:00	Kelintà dabař valandà? *Which hour is it now?*	Antrà vãlanda. *The second hour.*	*Ordinal*
11:00	Kíek laĩko? *How much time?*	Vienúolika valandų̃. *11 hours.*	*Cardinal*
12:00	Kurì dabař valanda? *Which hour is it now?*	Dabař (lýgiai) dvýlikta.** *Now the 12th.*	*Ordinal*
1:00	Kelintà valanda?*** *Which hour is it?*	Pirmà valandà. *The first hour.*	*Ordinal*
10:00	Kíek laĩko? *How much time?*	Dabař dẽšimt.*** *Now 10.*	*Cardinal*

****Note**: It also not necessary to always say "hours" when answering.

*****Note**: *Dabař* is not necessary.

Half Hours

In Lithuanian, half hours are expressed using the word *pùsė*. *Pùsė* means "half," but rather than saying "12:30" or "half *past* 12," Lithuanians say "half *of* one" (cardinal) or "half *of* the first" (ordinal). The number following *pùsė* refers to the *coming* hour, not the hour already past. *Pùsė* always forces genitive case. Here are some examples:

Time	Question	Answer	Form
12:30	Kelintà valanda? *Which hour is it?*	Dabaĩ pùsė pirmõs. *Now half of the first.*	*Ordinal*
1:30	Kíek laĩko? *How much time?*	Pùsė dviejũ. *Half of two.*	*Cardinal*
4:30	Kíek valandũ? *How many hours?*	Dabaĩ pùsė penkiũ. *Now half of five.*	*Cardinal*

Hours and Minutes

There are two ways of expressing hours and specific minutes. One is more formal and is used for radio programs, time-tables, etc. The other is more casual and is used more often in day-to-day communication. We will call this the "common expression."

The formal expression is generally easier to construct. It is simply the hour (always as a *cardinal* number in feminine and nominative) and the minutes (also as a *cardinal* number in feminine and nominative). For example, "3:27" would be *trys ir dvidešimt septynios.*

The more common expression of time is more involved. If the time is in the *first half hour* (e.g., 5:01–5:29), Lithuanians say "minutes after hour." So *penkios po trijų* would be "3:05" and *dvidešimt po šešių* would be "6:20." If the time is in the last half hour (e.g., 5:31–5:59), Lithaunians say "without minutes the *next* hour." So "5:45" would be *be penkiolikos šešios*. Again, here either cardinal or ordinal numbers may be used for the hour; however, minutes are always expressed in cardinal (15 minutes, not the 15th minute).

***Note:** Both *po* and *be* force genitive, which is why in "dvidešimt po šešių" *šešių* is in genitive.

On the following page are some examples of times in Lithuanian which use both the formal and common expressions:

	Time	Lithuanian Expression	Form
a) Formal Expression b) Common Expression	1:05	a) víena (valandà) iř peñkios (minùtės) *one (hour) and five (minutes)* b) peñkios (minùtės) põ víenos (valandõs) *five (minutes) after one (hour)*	*Cardinal* *Cardinal*
	1:10	a) víena (valandà) iř dẽšimt (minùčių) *one (hour) and 10 (minutes)* b) dẽšimt (minùčių) põ pirmõs (valandõs) *10 (minutes) after the first (hour)*	*Cardinal* *Ordinal*
	1:15	a) víena iř penkiólika *one and 15* b) penkiólika põ víenos *15 after one*	*Cardinal* *Cardinal*
	1:25	a) víena iř dvìdešimt peñkios *one and 25* b) dvìdešimt peñkios põ pirmõs *25 after the first*	*Cardinal* *Ordinal*
	1:30	a) víena iř trìsdešimt *one and 30* b) pùsė añtros *half of two*	*Cardinal* *Ordinal*

1:35	a) víena iř trìsdešimt peñkios *one and 35* b) bè dvìdešimt penkių, dvi *without 25, two*	*Cardinal* *Cardinal*
1:40	a) víena iř kẽturiasdešimt *one and 40* b) bè dvìdešimt, dvì *without 20, two*	*Cardinal* *Cardinal*
1:45	a) víena iř kẽturiasdešimt peñkios *one and 45* b) bè penkiólikos, antrà *without 15, two*	*Cardinal* *Ordinal*
1:55	a) víena iř peñkiasdešimt peñkios *one and 55* b) bè penkių̃, dvì *without five, two*	*Cardinal* *Cardinal*

A.M. and P.M in Lithuanian

A.m. and p.m. in Lithuanian are expressed as follows:

a.m.	rýto *of the morning*
p.m.	vãkaro *of the evening*

In addition, Lithuanians use *põ pietų̃* similar to "in the afternoon" and use *naktiẽs* for "at night."

in the afternoon	põ pietų̃ *after lunch*
at night	naktiẽs *of the night*

Examples

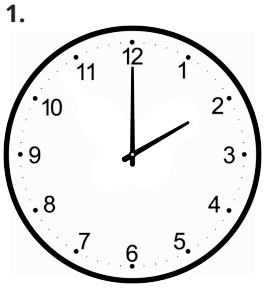
Time	Lithuanian Expression	Form
2:00 a.m.	antrà valandà rýto *the second hour of the morning*	*Ordinal*
2:00 p.m.	antrà valandà vãkaro *the second hour of the evening*	*Ordinal*
4:00 a.m.	kẽturios valandõs rýto *four hours of the morning*	*Cardinal*
4:00 in the afternoon	ketvirtà valandà põ pietų̃ *the fourth hour after lunch*	*Ordinal*
10:00 a.m.	dẽšimt valandų̃ rýto *10 hours of the morning*	*Cardinal*
1:00 in the afternoon	pirmà valandà põ pietų̃ *the first hour after lunch*	*Ordinal*
5:00 in the afternoon	peñkios vãlandos põ pietų̃ *five hours after lunch*	*Cardinal*
7:00 p.m.	septintà valandà vãkaro *the seventh hour of the evening*	*Ordinal*

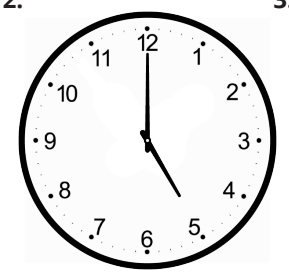
11:00 p.m.	vienúolikta valandà vãkaro *the 11th hour of the evening*	*Ordinal*
11:00 at night	vienúolikos valandõs naktiẽs *11 hours of the night*	*Cardinal*
12:00 at night	dvýlikta valandà naktiẽs *the 12tth hour of the night*	*Ordinal*
12:00 a.m.	vidùrnaktis *midnight*	--

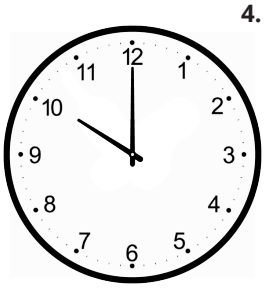
Activities

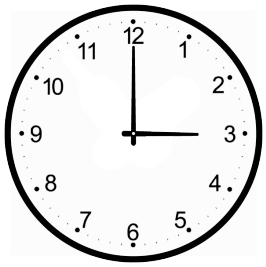
A. What Time Is It?

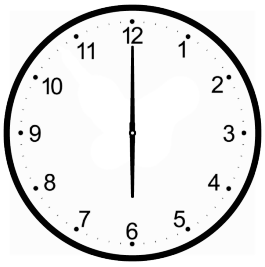
You have just been asked what time it is. Answer 1–4 in response to *Kelintà valandà?* Answer 5–8 in response to *Kíek dabař valandų?* Check your answers.

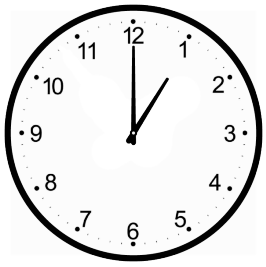
1. 

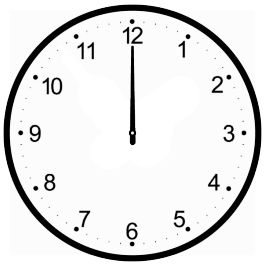
2. 

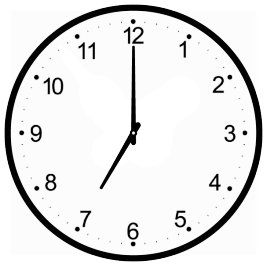
3. 

4. 

5. 

6. 

7. 

8. 

B. A.M. or P.M.?

Write each given time, adding the modifier (a.m., p.m., in the evening, etc.)

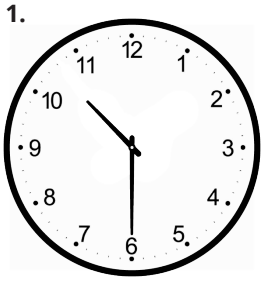
	Kelintà valandà?		Kíek dabař valandų̃?
1:00 a.m.		**1:00 p.m.**	
2:00 in the afternoon		**2:00 at night**	
3:00 p.m.		**3:00 a.m.**	
4:00 a.m.		**4:00 p.m.**	
5:00 p.m.		**5:00 a.m.**	
6:00 in the afternoon		**6:00 in the evening**	
7:00 a.m.		**7:00 p.m.**	

8:00 p.m.		**8:00 in the evening**	
9:00 at night		**9:00 in the morning**	
10:00 in the morning		**10:00 a.m.**	
11:00 at night		**11:00 p.m.**	
12:00 at night		**12:00 in the afternoon**	

C. What Time Is It?

You have just been asked what time it is. Answer 1–4 in response to *Kelintà valandà?* Answer 5–8 in response to *Kíek dabaĩ valandų?* Check your answers.

1.



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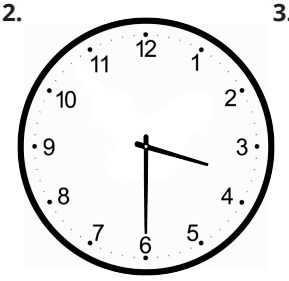

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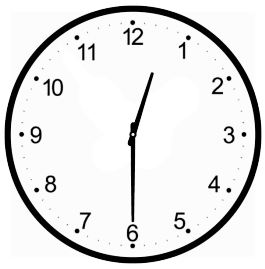

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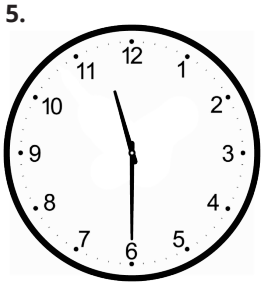

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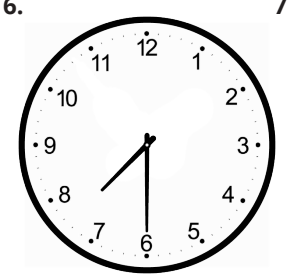

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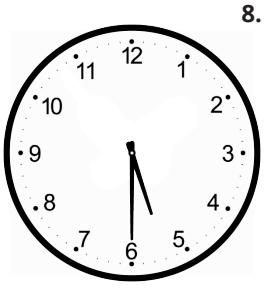

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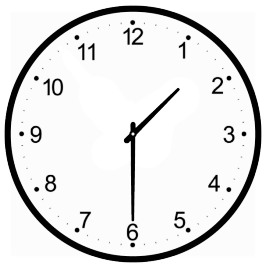


D. A.M. or P.M.?

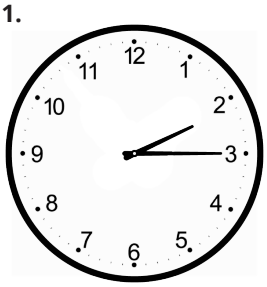
Write each given time, adding the modifier (A.M., P.M., in the evening, etc.)

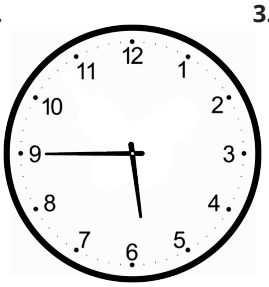
	Kelintà valandà?		Kíek dabaĩ valandų?
1:30 a.m.		**1:30 p.m.**	
2:30 in the afternoon		**2:30 at night**	
3:30 p.m.		**3:30 a.m.**	
4:30 a.m.		**4:30 p.m.**	
5:30 p.m.		**5:30 a.m.**	
6:30 in the afternoon		**6:30 in the evening**	
7:30 a.m.		**7:30 p.m.**	
8:30 p.m.		**8:30 in the evening**	

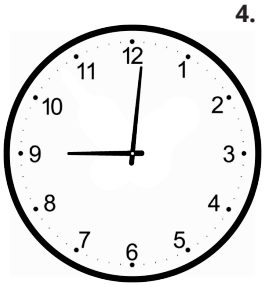
9:30 at night		**9:30 in the morning**	
10:30 in the morning		**10:30 a.m.**	
11:30 at night		**11:30 p.m.**	
12:30 at night		**12:30 in the afternoon**	

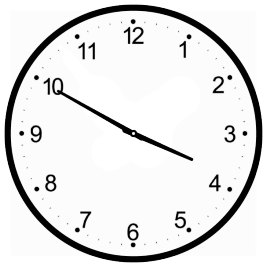
E. What Time Is It?

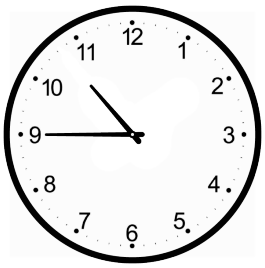
You have just been asked what time it is. Answer 1–4 and 9–12 in response to *Kelintà valandà?* Answer 5–8 and 13–16 in response to *Kíek dabař valandỹ?* Check your answers.

1. 

2. 

3. 

4. 

5. 

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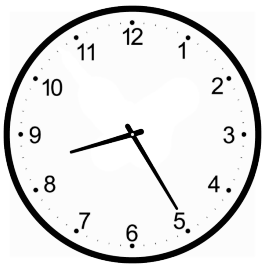
7. 

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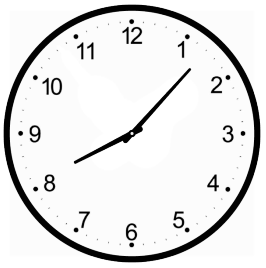
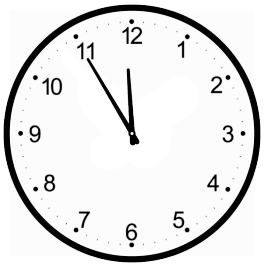
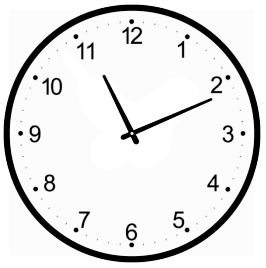
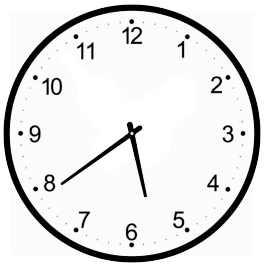
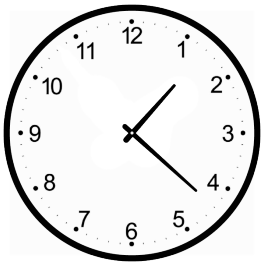
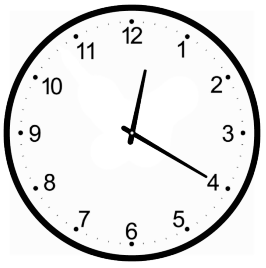
9. 

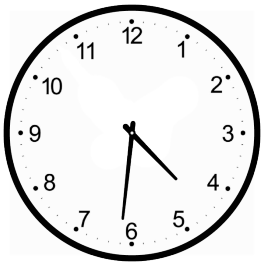
10. 

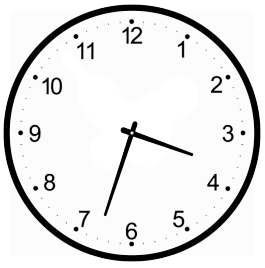
11. 

12. 

13. 

14. 

15. 

16. 

F. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. We wake up every morning at 6:30.
2. We return home at 9:30 every night.
3. Zone conference starts at 11:15 in Kaunas.
4. Our lesson with Aurimas is at 4:45.
5. English classes start at 6.
6. If we're not prepared, we'll be late because Sacrament meeting starts at 9:00.

G. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Mẽs norétume susitìkti sù sù jumìs ***kẽturios vãlandos**.
   *We would like to meet with you **at four o'clock.***
2. Ar̃ dabar̃ jaũ ***penktojè valandojè**?
   *Is it **five o'clock** now?*
3. Zònos konfereñcija prasìdeda penktãdienį ***dẽšimt valandõs** rýto**.**
   *Zone conference starts Friday at **10 o'clock** in the morning.*
4. Rytój ***pùsės šẽšios** bùs Aĩgirdo krìkštas.
   *Tomorrow at **five thirty** we will hold Algirdas's baptism.*
5. Dabar̃ jaũ ***devintà valandõs**, mùms reĩkia eĩti nãmo.
   *It is **nine o' clock** now; we need to go home.*
6. Mẽs tùrime paskam̃binti Pẽtrui ***devýnios valandõs** rýto.
   *We need to call Petras at **nine o'clock** in the morning.*
7. Ar̃ norétumėte susitìkti sù mumìs rytój ***antrà valandõs** põ pietų̃?
   *Would you like to meet with us tomorrow at **two o'clock** in the afternoon?*
8. Dabar̃ jaũ ***dvidešimtà minùtė põ šešių̃ valandų̃** vãkaro.
   *It is now **6:20** **p.m.***

H. Error Correction

Find and correct the mistakes, if they exist. Check your answers.

1. Dóvydas norėjo užeĩti pàs mùs vakarè apiẽ aštuñtą vãlandą.
2. Dabar̃ jaũ vienúolika valandà rýto.
3. Parduotùvė atsidãro aštúonios valandõs rýto.
4. Ar̃ galétumėme susitìkti sù jumìs trečiãdienį septýnios vãlandos vãkaro?
5. Dabar̃ yrà pùsė penkių̃ rýto.
6. Àš ìšsiunčiau láišką ketvirtõs valandõs põ pietų̃.
7. Tãdas pràdeda dìrbti šẽštos valandõs rýto.
8. Dabar̃ jaũ dvýlikta valandà naktiẽs.

Time Expressions

Examples

Põ saváitės àš išvažiúoju į Líetuvą.	**In a week** I am going to Lithuania.
Jìs pasãkė kàd ateĩs **už penkiólikos minùčių.**	He said he will come **in 15 minutes.**
Priẽš pùsės valandõs nustójo lýti.	It stopped raining **30 minutes ago.**

Explanation

This chapter will cover the differences between Relative Time Expressions and Specific Time Expressions.

Relative Time Expressions

Lithuanians use cases to express time (not to be confused with telling time). Certain prepositions are used for each specific expression. Each expression forces a specific case and requires that the noun following it be declined correctly.

Relative Time Expressions	Examples
Ùž (kõ?) : *In _____ minutes*	Sakrameñto susirinkìmas prasidẽs **ùž penkių minùčių.** *Sacrament meeting will begin **in five minutes.***
Priẽš (ką?): _____ *ago*	Àš atvykaũ į Líetuvą **priẽš saváitę.** *I came to Lithuania **a week ago.***
	Priẽš dù ménesius, nèt nežinójau kàd Lietuvà egzistúoja.. ***Two months ago,** I didn't even know that Lithuania existed.*
Peř (ką?): *during _____* *through_____*	**Peř Sàvo žẽmiškąjį gyvẽnimą,** Krìstus nugalėjo miřtį. ***During His earthly life,** Christ overcame death.*
	Jì pajùto Diẽvo méilę **peř pãmoką** apiẽ išgélbėjimo plãną. *She felt the love of God **through the lesson** about the plan of salvation.*
Põ (kõ?): _____ *from now (then)*	Mẽs mókysime Kazláuskų šeĩmą **põ valandõs.** *We will teach the Kazlauskis family **one hour from now.***
Į (ką?): a _____ *(expresses the frequency or regularity of an action)*	Àš sténgiuosi skaitýti Mormòno Knỹgą nórs trỹs kartùs **į saváitę.** *I will strive to read the Book of Mormon at least three times **a week.***

Prieš tai

Priẽš forces accusative. So when it is used in front of a noun, that noun is put in the accusative case. However, when *priẽš* is used in front of an entire phrase, as in "Before *we go to church* . . .", "such as taĩ, kàd" or taĩ, kaĩ" must be added after "priẽš." This is similar with põ, ùž, and all other prepositions because prepositions must be followed by an object.

Specific Time Expressions

In order to express a specific time, decline the time expression to the accusative case.

Examples

Sekmãdienį, àš kalbėsiu. ***On Sunday** I will give a talk.*
Trẽčią vãlandą, mẽs tùrime susitikìmą. ***At three o'clock** we have a meeting.*
Líepą, bùs màno gimtãdienis. ***In July** it will be my birthday.*

In order to express a time that occurs repeatedly, decline the time expression to the instrumental case.

Examples

Mẽs ẽsame laisvì susitìkti sù jumìs **vakaraĩs**.
*We are free to meet with you **in the evenings.***

Jaunìmo veĩklos vỹksta **antrãdieniais**.
*Youth activities are held **on Tuesdays.***

Activities

A. Missionary Planner

Take out your planner. Write a sentence to describe when each event today will take place. Then describe events that have already taken place.

Examples

Válgysime trẽčią vãlandą. Jéi susisíeksime sù Tàdu, tadà válgysime ketviřtą vãlandą.
We will eat at three o'clock. If we get in touch with Tadas, then we will eat at four o'clock.

Praėitą saváitę, mẽs pradėjome mókyti Renãtą víeną kařtą į diẽną priẽš jõs krìkštą.
Last week, we began to teach Renata one time a day before her baptism.

B. Fill In the Blank

Read through each sentence and determine which time expression method works best, therefore determining which case to use. Check your answers.

1. Peř _____ _____ pasisakỹs mũsų mýlimas prãnašas.
   (general) (conference)
2. Diẽvas nóri, kàd melstumetės beñt _____ _____ į _____ .
   (two) (times) (day)
3. Viliúosi, jóg Pẽtras, mũsų besidomintysis, ateĩs ùž _____ _____.
   (25) (minutes)
4. Priẽš _____ _____ Ẽglė pradėjo skaitýti Mormòno Knỹgą.
   (four) (weeks)
5. Troleibùsas atvažiuõs ùž _____ _____. Vėlúojam!
   (31) (minutes)
6. Kàd labiaũ artétume priẽ Diẽvo, mẽs pãsninkaujame _____ _____ į _____.
   (one) (time) (month)
7. Ùž _____ _____ mìsijos prezideñtas iř jõ žmonà važiuõs į Líetuvą.
   (three) (weeks)
8. Dáivos krìkštas įvỹko priẽš _____.
   (a year)

C. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. During the sacrament, think of Jesus Christ and His Atonement.
2. We hold English classes on Tuesdays and Thursdays at seven o' clock.
3. Sister Hodson and I have a lesson with Kęstùtis at three o'clock.
4. In June the branch takes a trip to the temple in Finland.
5. Before I was a missionary, I studied at a university.

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Gãlime važiúoti į Kėdáinius ùž ***trìsdešimt penkì minutės.**
   *We can go (by wheels) to Kėdáiniai in **35 minutes.***
2. Krìkšto apeigà vỹks ùž ***kẽletas savaites.**
   *The baptism will be in a **few weeks.***
3. Priẽš ***ménesio,** niẽko nesupratau lietùviškai.
   *A **month** ago, I didn't understand any Lithuanian.*
4. ***Víenas** kartàs į ***mẽtų** mẽs šveñčiame Velýkas.
   ***One time a year** we celebrate Easter.*
5. ***Dienà** metù àš užkálbinu žmónes gãtvėse.
   ***During the day,** I contact people on the streets.*
6. Aurèlija pasikrìkštijo priẽš ***dvejũ saváites.**
   *Aurėlija was baptized **two weeks** ago.*

E. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Ar̃ gãlimė trumpàĩ sùsitìkti põ bažnýčià?
2. Pãmaldos prasìdeda vienúoliktos valandõs.
3. Peř mũsų pãmokai, atkreĩpkite demėsį į sàvo jausmùs.
4. Mẽs studijúojame rýtą.
5. Eĩname į bažnýčią sekmãdieniai.

F. Translation

Translate the following time-phrase sentences on a separate sheet of paper. Check your answers.

1. Five years ago, I prayed to know if the Book of Mormon is true.
2. I contacted that man a day ago.
3. The bus leaves in seven minutes.
4. During my days in Lithuania, I hope to serve the people.
5. We should go to the temple more than once a year, if possible.
6. He has to quit smoking three weeks from now if he wants to be baptized.
7. I finished reading the Book of Mormon two weeks ago.
8. Sunday is in two days.
9. I received a prompting during personal study this morning.
10. We should worship God more than one day a week.

G. Skélbti Màno Evangèliją

Read the following quotes from *Skélbti Màno Evangèlijį*. Which ones are relative time expressions of *peř* and which ones are not? Write down what each sentence translates to in English and if it is a relative time expression or not. Check your answers.

1. “Apýgardos vadõvai peř šiuõs susirinkimùs gãli gáuti atãskaitas apiẽ misioniẽrių dárbus apýgardoje.”
2. “Meĩskitės, kàd peř Šveñtąją Dvãsią sužinótumėte tiẽsą.”
3. “Péržiūrėkite šiõ skỹriaus pasiůlymus. Išriñkite dár neišbandýtą pasiůlymą iř užsibrėžkite tìkslą išbandýti jĩ peř kẽletą ateĩnančių dienũ.”
4. “Jiẽ tùri nusivĩĩkti „prigimtìnį žmógų“ iř tàpti šventaĩsiais ‘peř Viẽšpaties Krìstaus Apmokéjimą.’”

Locative Case

Examples

Mormòno **Knỹgoje** yrà liùdijimas apiẽ Krìstų.	The **Book** of Mormon contains a testimony of Christ.
Klãsėje, mẽs mókomės Lietùvių kalbõs	**In class**, we learn the Lithuanian language.
Šeštãdienį, **bažnýčioje** bùs veiklà.	On Saturday, there will be an activity **at church.**

Explanation

The locative case is used in a couple of different instances:

- Indicates **location**.
- Used to denote certain **less-specific expressions of time**.

Noun Endings

This table shows both singular and plural endings of the locative case.

	Masculine				Feminine			Masculine or Feminine		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo *(m.)*	-uo *(f.)*
Locative Singular	-e	-yje	-yje	-uje	-oje	-ėje	-ioje*	-yje	-enyje	-eryje
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys *(m.)*	-erys *(f.)*
Locative Plural	-uose	-iuose*	-iuose*	-uose	-ose	-ėse	-iose*	-yse	-enyse	-eryse

***Note** the spelling rule: **“t”** or **“d”** cannot be followed by **“i + a, u, o.”** If so, **“t”** becomes **“č”** and **“d”** becomes **“dž.”**

Personal Pronouns

These tables show both nominative and locative pronouns.

Nominative	
àš *I*	mẽs *we*
tù *you*	jũs *you*
jìs, jì *he, she*	jiẽ, jõs *they*

Locative	
manyjè *in me*	mumysè *in us*
tavyjè *in you*	jumysè *in you*
jamè, jojè *in him, in her*	juosè, josè *in them*

Uses of the Locative Case

These are the instances when instrumental case is used:

Location

The locative case indicates, as its name suggests, location. It is used to express "in," "on," "within," "at," and other forms of location.

Examples

Mẽs bũsime **bažnýčioje**.
*We will be **at church.***

Àš mókausi lietùvių kalbõs misioniẽrių ruõšimo **centrè**.
*I am learning Lithuanian in the Missionary Training **Center.***

Jéi paklùsime, mẽs gyvénsime **dangujè.**
*If we are obedient, we will live **in heaven.***

Less-Specific Expressions of Time

These are examples of words that express less-specific time.

ateityjè	in the future	**rytè**	in the morning
dabartyjè	at the present	**Saũsio ménesyje**	in the month of January
jaunỹstėje	in the (one's) youth	**senãtvėje**	in (one's) old age
praeityjè	in the past	**senóvėje**	in ancient times
pópietėje	in the afternoon	**vakarè**	in the evening

Examples

Rytè mán visadà sunkù išlìpti ìš màno lóvos.
*In the **morning** it is always hard for me to get out of my bed.*

Vãkar **vakarè** mẽs aplañkėme Brólį Klìmą.
*Yesterday **evening** we visited Brother Klimas.*

Asking Questions

Kamè, like the other case-related question words, is a variation of the English question words "where?" and "in what?" ***Kamè*** is used whenever the answer to the question would be in the locative case. With locative case, ***kuř*** is also used as a question word meaning "where?" The answer to the question ***kuř*** can be declined to the locative case, depending on the situation.

Examples

Kamè jũs tái surãdote?
***What** did you find that in?*

Kuř mẽs susitìksime?
***Where** are we going to meet?*

Kuř mán padéti šią dėžę?
***Where** should I put this box?*

Activities

A. Decline

Decline each pair of singular and plural forms of nouns into locative case. Check your answers.

1.	Nãmas *(m.)*	Namaĩ	4.	Galvà *(f.)*	Gálvos	7.	Katẽ *(f.)*	Kãtės
2.	Lėlẽ *(f.)*	Lẽlės	5.	Stãlas *(m.)*	Stalaĩ			
3.	Jėzus *(m.)*	-	6.	Knygà *(f.)*	Knỹgos			

B. Fill In the Blank

Insert the appropriate words in locative case. Check your answers.

1. Mẽs gyvẽnome _____.
   (dangùs)
2. Žmónės prìima sakrameñtą _____.
   (bažnýčia)
3. _____, mẽs sténgiamės sèkti Krìstumi.
   (gyvẽnimas)
4. Diẽvas àtsiuntė mùs gyvénti šiojè _____.
   (žẽmė)
5. _____ àš gavaũ atsãkymą į̃ sàvo maĩdą.
   (šventyklà)
6. Mormòno _____ mẽs gãlime ràsti daũg atsãkymų.
   (Knygà)
7. Mũsų _____ yrà daũg vorų̃.
   (namaĩ)

C. Decline

Decline each pair of singular and plural forms of nouns into the locative case. Check your answers.

1.	Sūnùs *(m.)*	Sũnūs	3.	Arklỹs *(m.)*	Arkliaĩ
2.	Brólis *(m.)*	Bróliai	4.	Žmogùs *(m.)*	Žmónės

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Àš niẽkaip negaliù ràsti dokumeñto ***kompiùteris.**
   *I can't find a document **in the computer.***
2. Kartaĩs yrà sunkù sužinóti kàs yrà kìto žmogaũs ***galvõs.**
   *Sometimes it is hard to find out what is **in** another person's **head**.*
3. ***Evangèlijos** mẽs gãlime ràsti láimę iř ramýbę.
   ***In the gospel** we can find joy and peace.*
4. Knỹgos ***pabaigà** gãlite ràsti atsãkymus.
   ***In the end** of the book you can find the answers.*
5. Priẽš šį̃ gyvẽnimą mẽs gyvẽnome Diẽvo ***akìvaizda.**
   *Before this life we lived **in** God's **presence.***
6. Šeimõs ryšiaĩ šiojè ***žẽmės** gãli bũti didžiáusio džiaũgsmo šaltìnis.
   *Family connections **on** this **earth** can be our greatest source of happiness.*
7. Jũsų ***pãmokos** àš daũg išmókstu.
   *I learn a lot **in** your **lessons.***
8. Šventuõsiuose ***Rãštai** mẽs gãlime ràsti daũg atsãkymų.
   ***In** the holy **scriptures** we can find a lot of answers.*

E. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Mẽs susitìkome sù Paũlium Kãtedros.
2. Jõs žõdžiai àš pastebéjau vìltį.
3. Lietuvà gyvẽna daũg maloniũ žmoniũ.
4. Visadà turékite Mormòno Knỹgą sàvo rankà.
5. Vãkaras mẽs aplañkėme Kucinų šeĩmą.
6. Prãdžią àš nežinójau ką̃ mùms reikéjo darýti.
7. Džòzefas meĭdėsi gìrios.
8. Jõ vietà àš tikraĩ taĩp nepasieĭgčiau.

F. Decline

Decline each pair of singular and plural forms of nouns into locative case. Check your answers.

1.	Mẽdis *(m.)*	Mẽdžiai	5.	Dantìs *(f.)*	Dañtys
2.	Martì *(f.)*	Mařčios	6.	Akmuõ *(m.)*	Ãkmenys
3.	Akìs *(f.)*	Ãkys	7.	Sesuõ *(f.)*	Sẽserys
4.	Šalìs *(f.)*	Šãlys	8.	Šuõ *(m.)*	Šùnys

G. Create a Sentence

Create seven sentences using these words.

dabartyjè *in the present*	jaunỹstėje *in youth*	ateityjè *in the future*	senãtvėje *in old age*	vakarè *in the evening*	rytè *in the morning*	praeityjè *in the past*

H. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions. Pay attention to how the locative case is used in each verse. Check your answers.

1. 1 Nèfio 17:7
2. 1 Nèfio 19:22
3. Ènoso 1:13
4. Mormòno žõdžiai 1:7
5. Ètero 6:3

1. In 1 Nèfio 17:7, find the use of locative case.
2. Translate 1 Nèfio 19:22 and find the locative case.
3. Find the less-specific time expression in Ènoso 1:13.
4. As found in Mormòno žõdžiai 1:7, write down why *manyjè* is used in the locative case.
5. Translate Ètero 6:3 and figure out why the word *tamsojè* is in the locative case.

I. Describe Location

With your companion, ask where different things are located and have your companion answer where those things are, using locative case. Use the following example: "Kuř yrà _____ ?" Then answer, " _____ yrà _____ ."

Companion 1:	Kuř yrà kuprinė? *Where is the backpack?*
Companion 2:	Kuprinė yrà màno kambaryjè. *The backpack is in my room.*

Days, Months, and Years

Examples

Mūsų pasiruošimo dienà vỹksta **pirmãdieniais.**	Our preparation day is **on Monday.**
Líepa yrà karščiáusias mėnesis Lietuvojè.	**July** is the hottest month in Lithuania.
Àš gimiaũ **tũkstantis devynì šimtaĩ devýniasdešimt trečiaĩs mẽtais.**	I was born in **1993.**

Explanation

This chapter will cover different ways to form days of the week, months, and years.

Days of the Week

Lithuanians express their days in the same way we do; however, in Lithuania, the week begins on Monday, not Sunday. The days of the week have very simple names. Since Monday is the first day of the week, Lithuanians named it as such.

Monday *(first day)*	**Pirma** + dienis = pirmãdienis
Tuesday *(second day)*	**Antra** + dienis = antrãdienis
Wednesday *(third day)*	**Trečia** + dienis = trečiãdienis
Thursday *(fourth day)*	**Ketvirta** + dienis = ketvirtãdienis
Friday *(fifth day)*	**Penkta** + dienis = penktãdienis
Saturday *(sixth day)*	**Šešta** + dienis = šeštãdienis
Sunday *(seventh day)*	**Sekma** + dienis = sekmãdienis

In order to express a specific time, decline the time expression to the accusative case.

Examples

Sekmãdienį, àš kalbėsiu.
***On Sunday** I will give a talk.*

Trečiãdienį vỹks misioniẽrių koordinãvimo susirinkìmas.
*Missionary correlation meeting will be **on Wednesday.***

If an event occurs on the same day or at the same time repeatedly, the time expression is declined to the instrumental case.

Examples

Pirmãdieniais pàs mùs vỹksta šeimõs vãkaras.
***On Mondays** we hold family home evening.*

Ánglų kalbõs kùrsai vỹksta **ketvirtãdieniais**.
*English classes are held **on Thursdays.***

Months

Months also have their own names that identify the seasons.

January	Saũsis — *derived from adjective dry*
February	Vasãris — *derived from summer*
March	Kóvas — *rook; or, derived from fight/battle*
April	Balañdis — *dove*
May	Gegužẽ — *derived from a cuckoo bird*
June	Biržẽlis — *derived from birch*
July	Líepa — *linden*
August	Rugpjũtis — *rye harvest month (rugiai + pjũtis)*
September	Rugsėjis — *rye sowing month (rugiai + sêti)*
October	Spãlis — *derived from chaff*
November	Lãpkritis — *leaf fall (lapas + kristi)*
December	Grúodis — *derived from frozen earth*

Note: the spelling rule: **"t"** or **"d"** cannot be followed by **"i + a, u, o."** If so, **"t"** becomes **"č"** and **"d"** becomes **"dž."**
When stating the date, months take the genitive case because you're saying "of _____."
(month)

Examples

Àš gimiaũ **gegužẽs** dvìdešimt deviñtą diẽną.
*I was born **May** 29th.*

Ar̃ jũs pasikrikštysite **spãlio** trẽčią diẽną?
*Will you be baptized on **October** third?*

Vasãrio šešiólikta dienà yrà Lietuvõs nepriklausomýbės dienà.
***February** 16th is Lithuania's Independence Day.*

If the date is expressed as just the month with no specific date, the month is expressed in the genitive case and the word "month" in the accusative case.

Examples

Skỹriaus veiklà vỹks **spãlio** ménesį.
*A branch activity will be held in **October**.*

Gegužẽ yrà màno mėgstamiáusias mėnesis.
May is my favorite month.

Years

Lithuanians do not abbreviate the year as we do in English ("*nineteen* seventy-nine"). Instead, they say all of the parts of the year: one thousand nine hundred seventy-ninth year.

To say "of the _____th year," only the ordinal number goes into genitive.

1820 — tũkstantis aštuonì šimtaĩ dvidešimt**ũjų** mẽt**ų**

To say "in the _____th year," only the ordinal number goes into instrumental.

1820 — tũkstantis aštuonì šimtaĩ dvidešimt**aĩsiais** mẽt**ais**

Examples

Dabar̃ yrà **dù tũkstantis šešiólikti mẽtai.**
*Now is **2016.***

Dù tũkstantis trečiaìs mẽtais àš ùžbaigiau universitètą.
***In 2003** I finished university (I graduated).*

Pavãsarį **tũkstantis aštuonì šimtaĩ dvidešimtaisias mẽtais** Dañgiškasis Tévas ir̃ Jézus Krìstus pasiródė Džòzefui.
*In the spring **of 1820,** Heavenly Father and Jesus Christ appeared to Joseph.*

Expressing Age

To express age, Lithuanian requires the following form:

- Kam *(plural form of the number)* metai/metų *(depending on the number rule)*

Examples

Jám **devyniólika mẽtų.** *To him are **19 years.***
Jái **dvìdešimt mẽtų.** *To her are **20 years.***
Mán **dvìdešimt vienerì mẽtai.** *To me are **21 years.***

Activities

A. Multiple Choice

Circle the correct answer for each question. Check your answers.

1. _____ bažnýčioje vỹksta šeimõs vãkaras.
   A. Pirmãdieniais
   B. Pirmãdienyje
   C. Pirmãdieniu
   D. Pirmãdienių

2. Ar mẽs galétume susitìkti sù jumìs _____.
   A. šeštãdienis
   B. šeštãdienio
   C. šeštãdienį
   D. šẽštą diẽną

3. Àš negalésiu ateĩti į̃ bažnýčia nès dìrbu _____.
   A. sekmãdienis
   B. sekmãdieniais
   C. sekmãdienyje
   D. septiñtą diẽną savaitėje

4. Kìtą _____ pàs manè nebùs pamokų̃.
   A. antrãdienį
   B. antrãdienis
   C. antrãdieniu
   D. antrãdienio

5. _____ bùs pàšauktas naũjas mìsijos prezideñtas.
   A. Trečiãdienį
   B. Trečiãdienio
   C. Trečiãdienis
   D. Trečiãdienyje

6. Miglẽ pasãkė jóg galẽs susitìkti sù mumìs šį̃ _____ .
   A. ketvir̃tą diẽną
   B. ketvirtãdieniu
   C. ketvirtãdienis
   D. ketvirtãdienį

7. _____ yrà màno mėgstamiáusia dienà.
   A. Šeštãdienį
   B. Šeštãdienis
   C. Šeštãdienio
   D. Šeštãdieniu

8. _____ vãkarą mẽs susitìksime sù Sòndra.
   A. Penktãdienis
   B. Penktãdieniu
   C. Penktãdienio
   D. Penktãdienyje

B. Matching

Match the Lithuanian name of the month with English one. Check your answers.

1. Gegužẽ	January
2. Saũsis	February
3. Biržẽlis	March
4. Kovàs	April
5. Líepa	May
6. Spãlis	June
7. Lãpkritis	July
8. Vasãris	August
9. Rugpjū̃tis	September
10. Grúodis	October
11. Rugsėjis	November
12. Balañdis	December

C. Fill In the Blank

Insert the appropriate form of the month in the space provided below. Check your answers.

1. Šį _____ bùs Alìnos gimtãdienis.
   (*rugpjū̃tis*)
2. _____ yrà šalčiáusias ménesis Lietuvojè.
   (*saũsis*)
3. _____ ménesį àš važiúosiu˜į mìsiją.
   (líepa)
4. Jézus Krìstus gìmė _____ ménesį.
   (*grúodis*)
5. Àš gáusiu naũją pórininką _____ ménesį.
   (*spãlis*)
6. _____ prasìdeda mokyklà.
   (*rugsėjis*)
7. _____ pìrmą diẽną vỹks Birùtės krìkštas.
   (*balañdis*)

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Šį ***antrãdienis** nebùs ánglų kalbõs pamokõs.
   *This **Tuesday** there will be no English class.*
2. Mẽs dìrbsime Póvilo sodè šį ***šeštãdienis.**
   *We will be working in Povilas's garden this **Saturday.***
3. Visúotinė konfereñcija vỹksta kiekvíeną ***balañdis ir̃ spãlis.**
   *General conference happens every **April and October.***
4. ***Pirmãdienis**, mẽs gãlime pir̃kti maĩsto produktùs.
   ***On Mondays** we can buy groceries.*
5. ***Sekmãdienio**, mẽs susitiñkame sù výskupu põ bažnýčios.
   ***On Sundays** we meet with the bishop after church.*
6. Mormòno Knygà bùvo išspáusdinta ***tũkstantis aštuonì šim̃tas trisdešimtaisais mẽtais.**
   *The Book of Mormon was printed in **1830**.*
7. Ángelas Moròmis aplañkė Džòzefą Smìtą ***rugsė́jo**, tũkstantis aštuonì šimtaĩ dvìdešimt trečiaĩsais mẽtais.
   *The angel Moroni visited Joseph Smith in the month of **September** 1823.*

E. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Rugpjū̃tis dešimtą dienà bùs skỹriaus veiklà.
2. Ar̃ mẽs gãlime susitìkti sù jumìs penktãdienio?
3. Keliõnė į̃ šventỹklą vỹks líepoje.
4. Pirmóji šventykla mūsų dienomis bùvo įšvéntinta tũkstančiai aštuonì šimtaĩ trìsdešimt šeštaĩsais mẽtais.
5. Balañdis pirmà yrà melãgių dienà.
6. Mẽs tùrime pãmoką sù Ignù kiekvienà ketvirtãdienio.
7. Atsiprašaũ, bèt àš esù labaĩ ùžimtas añt antrãdienis.
8. Pastarų̃jų dienų̃ šventų̃jų Jézaus Krìstaus Bažnýčia bùvo organizúota, balañdžio šẽštą, tũkstantis aštuonì šimtaĩ trìsdešimt mẽtais.

F. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. I am 23 years old.
2. She is 85 years old.
3. You *(informal)* are 18 years old.
4. We are 19 years old.
5. You *(formal)* are 62 years old.
6. They *(m.)* are three years old.
7. They *(f.)* are 34 years old.
8. He is 17 years old.
9. Children can be baptized when they are eight years old.
10. You receive the Aaronic Priesthood when you are 12 years old.
11. Men can receive the Melchizedek Priesthood when they are 18 years old.
12. Elders can serve a mission when they are 18 years old.
13. Sisters can serve a mission when they are 19 years old.

G. Translation

Write a sentence in Lithuanian that expresses the age of the people written below.

1. 15 years
2. 9 years
3. 23 years
4. 17 years
5. 5 years
6. 66 years

H. Translation

Translate the years listed below into Lithuanian in nominative cardinal (e.g., one, two, three) and then in instrumental ordinal (e.g., first, second, third). Check your answers.

1. 1820
2. 1946
3. 2009
4. 1455
5. 2015
6. 1993

I. Planning

During weekly planning, set plans for what you will do each day for the following week in Lithuanian. Use the appropriate forms and cases for all days and dates.

Example

Antrãdienį, ketviřtą vãlandą mẽs mókysime Láurą iř válgysimepeñktą vãlandą.
On Tuesday we will teach Laura at four o'clock and eat at five.

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Telling Time
- Locative Case
- Time Expressions
- Days, Months, and Years

Activities

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nine errors in it. Check your answers.

Pagálbinės organizãcijos, vadováujamos kunigỹstės, pàdeda stìprinti nariùs. Jõs yrà didelì misioniẽriško dárbo ìštekliai, nès pàdeda suràsti iř mókyti besìdominčiuosius iř bičiùliškai globója naujaĩ atsivertusiuosius. Nuõ aštuonióliktų mẽtų ámžiaus móterys taḿpa Paramõs bendrìjos narėmìs, kuriõs tarnáudamos pàdeda šeimóms, paviẽniams asmenìms iř bendrúomenei. Sekmãdienyje, jõs lañkosi Paramõs Bendrìjos susirinkìmą. Mergìnos nuõ dyliktų ikì aštuoniólikos mẽtų ámžiaus yrà Mergìnų organizãcijos narẽs. Tõ patiẽs ámžiaus vaikìnai priklaũso Vaikìnų organizãcijai. Visì vaikaĩ nuõ trų ikì vienúolikto mẽtų yrà Pradinùkų organizãcijos nariaĩ. Visì nariaĩ nuõ dvyliku mẽtų užrãšomi Sekmadienìnės mokỹklos pamokomìs.

Under priesthood direction, auxiliary organizations assist in strengthening members. They are a great resource in missionary work as they assist in finding and teaching investigators and fellowshipping new converts. Women ages 18 and older are members of the Relief Society, which reaches out in service to families, individuals, and the community. On Sundays, they attend the Relief Society meeting. Young women ages 12 to 18 are members of the Young Women program. Boys of similar ages participate in the Young Men program. All children ages three to 11 are part of the Primary organization. All members age 12 and older are enrolled in Sunday School classes.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nineteen errors in it. Check your answers.

Peř visà mìsija, veiksmìngos stùdijos padẽs jùms įgyvéndinti sàvo, kaĩp misioniẽriaus, pãskirtį iř sustìprins jũsų liùdijimą apiẽ Jézaus Krìstaus Evangèliją. Kẽturios svarbiáusios galimýbės studijúoti yrà asmenìnės stùdijos, stùdijos sù pórininku, apýgardos susirinkìmai iř zònos konfereñcijos. Jũsų dienótvarkė yrà skirtà laĩko kasdiẽnėms asmenìnėms stùdijoms iř kasdiẽnėms stùdijoms sù pórininku. Kiekvíenas rýtas, jũs turėtumėte atsikélti pùsę septynì, iř mankštìntis trìsdešimt minutės. Nuõ aštuonì ikì devynì studijuosite ãsmeniškai, iř tadà nuõ devynì ikì dẽšimt studijuosite sù pórininku.

Effective study during your mission will help you fulfill your purpose as a missionary and strengthen your testimony of the gospel of Jesus Christ. Four of your most important study opportunities are personal study, companion study, district meetings,and zone conferences. Your daily schedule includes time for personal and companion study every day. Every day you should arise at 6:30 in the morning and exercise for 30 minutes. From 8:00 to 9:00 you will conduct personal study, and then from 9:00 to 10:00 you will conduct companion study.

C. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. We will meet with Silvija at 6:15 p.m.
2. In the spring of 1820, Joseph Smith went to a nearby grove and knelt down to pray.
3. I am 24 years old.
4. Spiritual information should be protected in a holy place.
5. What time is it?
6. This event written in the scriptures happened six hundred years before the birth of Jesus Christ.
7. We meet with Irena on Mondays.
8. Two thousand years ago, Christ Himself taught His gospel, established His Church, and accomplished the Atonement.
9. A lesson should rarely last longer than 45 minutes.
10. Many missionaries serve in branches and districts, and not in wards or stakes.
11. To get there, it takes about five minutes.
12. You should hold the weekly planning session at a time when the preaching of the gospel is least productive.
13. If you want to enter the temple, you must be a member no less than one year.
14. Our bus left from Šiauliai at seven o'clock in the morning.
15. It's now 3:12 p.m.; our lesson will start in three minutes.
16. In the Book of Mormon is the fulness of Jesus Christ's gospel.
17. A long time ago, in a galaxy far, far away, leaders designated Monday evening as a time for family night.
18. The branch activity will happen in the month of September.
19. Prophets' teachings are written in holy books called scriptures.
20. When people reject the Lord's prophets or do not endure to the end in faith, they distance themselves from God and start to live in spiritual darkness.
21. After His Resurrection, Christ appeared to people in America.
22. How many hours now?
23. Priesthood authority was restored in the year 1829, when John the Baptist appeared to the prophet Joseph Smith and Oliver Cowdery.

D. Fill In the Blank

Fill in the blanks with the correct form of each word. Check your answers.

1. _____ yrà màno gimtãdienis.
   (March 17th)
2. Sakrameñto susirinkìmas vỹksta nuõ _____ ikì _____.
   (9:00 a.m.) *(noon)*
3. Diẽvas nóri kàd vìsos šeĩmos bũtų užantspaudúotos _____ _____.
   (in holy temples)
4. Mẽs planãvome bélstis ĩ durìs ikì _____.
   (6:00 p.m.)
5. Vaikìnai gáuna Aarònо kunigỹstę kaĩ jíems sukañka _____ mẽtų.
   (12)
6. Išpirkìmas ateĩna _____ _____, iř tìk peř jĩ.
   (in the Holy Messiah)
7. Peř Evangèliją, besìdominčiųjų _____ atsiràs didèsnė ramýbė, kryptingùmas iř prasmẽ.
   (in lives)
8. _____ _____ _____ _____ _____ _____, tikróji bažnýčia bùvo pakeistà.
   (After the death of Jesus Christ and the Apostles)
9. Mẽs nórime matýti jùs _____, Jolánta.
   (in church)
10. _____ _____ _____, Jõ dvasìâ iř kũnas amžinaĩ susijùngė.
    (After three days)
11. Jũs turétumėte eĩti miegóti _____ _____ _____.
    (at 10:30 at night)
12. Yrà misioniẽrių _____ _____.
    (in the whole world)
13. _____ bũtų geriaũ.
    (Saturday)
14. Ař gãlite susitìkti sù mumìs ___ _____ _____ _____?
    (after English classes)

E. Telling Time

Practice telling time in Lithuanian from three o'clock to five o'clock using five-minute intervals.

F. Member Activity

Identify three members you would like to encourage to do missionary work. Prepare a short message to share with them about missionary work, then explain that you would like to help them in their missionary efforts. Then help them identify 1) who they would like to share the gospel with, 2) how they will share the gospel with that person, 3) when and where they will share the gospel with that person, and 4) when you can call them to follow up about how it went. You may also consider writing down their plan for them on a piece of paper or role-playing with them how they will invite the person to hear the gospel

G. Most Memorable Day

Each of you think back to your most memorable day as a missionary thus far. Take turns telling each other everything you can remember about that day. Make sure to include what day it was, what you were doing, what time of the day you were doing those things, where you were, etc. Give each other feedback as necessary.

H. Map Activity

Pull out a map of your area. Ask each other questions for five minutes about where things are. Then take five minutes to ask each other questions about how to get from one place to another. Give each other feedback, and ask natives any questions you are unsure about.

I. Planning Activity

After completing your plans today, tell Heavenly Father in prayer where you will be, what you will be doing, and when you will be doing it during the day. Pay attention to your feelings. If you feel you should change your plan in any way, tell your companion what changes you think should be made.

Narrating Experiences and Telling Stories

Purpose

This function will help you to tell stories and recount events; for example, what happened to Joseph Smith when he prayed or what you did to find out the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the things you will be able to express with the grammar in this function.

- When I **prayed** about the Book of Mormon, I **felt** the Spirit. ("Reflexive Verbs")
- God shows His love for us **by calling** prophets. ("Special Adverbial Active Participle [SAAP]")
- Jesus Christ was the only one **who** could perform the Atonement for all humanity. ("Kuris")
- Joseph Smith saw **Heavenly Father** and **Jesus Christ**. ("Accusative Case")
- We have a lot of **progressing** investigators. ("Present Active Participle")
- **After reading** a scripture in the Bible, Joseph prayed to God. ("Past Active Participle")
- The gospel of Jesus Christ **was restored** through the prophet Joseph Smith. ("Past Passive Participle")
- Jesus looked at the person **being judged**. ("Present Passive Participle")
- **While the prophet spoke**, I felt the Spirit. ("Present Tense Gerund")
- **After the missionaries gave me a Book of Mormon**, I read it. ("Past Tense Gerund")

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the Apostasy? What caused it to happen?)
- The Restoration of the Gospel (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- Pre-Earth Life (What happened before we came to earth?)
- The Creation (How was the world created? How were we created?)
- The Fall of Adam and Eve (What did God command Adam and Eve to do? Why did they fall? What happened as a result of the fall?)
- The Spirit World (What happens to us after we die?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Follow Up on Commitments (Did they keep the commitment? Why or why not?)
- Get to Know Someone (What activities did I participate in before my mission? What is my family like? What are my interests?)
- Share an Experience (What has happened in your life to help you know the truth?)

Accusative Case

Examples

Mùms patiñka mókyti **žmónes** apiẽ **Jézų Krìstų.**	We like to teach **people** about **Jesus Christ.**
Diẽvas pàruošė **plãną**, kàd mẽs galétume sugrįžti pàs **jį̃**.	God prepared a **plan** so we can return to **Him**.
Peř Jézaus Krìstaus **apmokėjimą**, mẽs gãlime gáuti **ámžinąjį gyvẽnimą.**	Through Jesus Christ's **Atonement**, we can receive **eternal life.**

Explanation

The accusative case is used in many instances:

- **Most verbs require** this case.
- It most commonly indicates the **direct object** (the noun affected directly by the verb).
- It is used to denote **specific** expressions of **time**.
- Certain **prepositions require** this case.

Noun Endings

This table shows both singular and plural endings of the accusative case.

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative Singular	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Accusative Singular	-ą	-į	-į	-ų	-ą	-ę	-ią*	-į	-enį	-erį
Nominative Plural	-ai	-iai*	-iai*	-ūs	-os	-ės	-ios*	-ys	-enys (m.)	-erys (f.)
Accusative Plural	-us	-ius*	-ius*	-us	-as	-es	-ias*	-is	-enis	-eris

***Note:** the spelling rule: "t" or "d" cannot be followed by "i + a, u, o." If so, "t" becomes "č" and "d" becomes "dž."

***Note:** Notice that singular accusative endings always end with "ą, ę, į or ų."

Personal Pronouns

These tables show both nominative and accusative pronouns.

Nominative	
àš *I*	mẽs *we*
tù *you*	jũs *you*
jìs, jì *he, she*	jiẽ, jõs *they*

Accusative	
manè *me*	mùs *us*
tavè *you*	jùs *them*
jį̃, ją̃ *him, her*	juõs, jàs *them*

Uses of the Accusative Case

Here are the instances when accusative case is used.

Direct Object

The noun that is receiving the action of the verb is the **direct object.** It's the noun affected **directly** by the verb. As a result, most verbs force this case.

Examples

Pẽtras skaĩto Mormòno **Knỹgą**.
*Peter is reading the **Book** of Mormon*

Džòzefas Smìtas mãtė **Dañgiškąjį Tévą ir Jézų Krìstų.**
*Joseph Smith saw **Heavenly Father** and **Jesus Christ.***

Ar jũs gãlite pérskaityti **šią eilùtę**?
*Can you read **this scripture**?*

Specific Time Expressions

In order to express a specific time, you decline the time expression to the accusative case.

Examples

Sekmãdienį, mẽs eĩsime į bažnýčią.
***On Sunday** we will go to church.*

Ar mẽs gãlime sù jumìs susitìkti **trẽčią vãlandą**?
*Can we meet with you at **three o'clock**?*

Mẽs dìrbome **vìsą diẽną.**
*We worked **all day.***

Prepositional Use

Accusative case is also frequently used with different prepositions. It is important to memorize these prepositions and know that they force the accusative case.

apiẽ	about, concerning	**pàs**	to, at the home of	**priẽš**	before, against
apliñk	around, by	**paskuĩ**	right after, close behind	**príešais**	infront of, opposite
į	to, into	**peř**	through, during	**prõ**	by, past, through
pagaĩ	according to	**põ**	around, all over	**ùž**	for

Examples

Mẽs kalbėjome **apiẽ maĩdą.**
*We talked **about prayer.***

Jiẽ važiúoja **į šventỹklą.**
*They are going (driving) **to the temple.***

Príešais bažnýčią yrà autobùso stotẽlė.
*There is a bus stop **in front of the church.***

Activities

A. Decline

Decline each pair of singular and plural forms of nouns into accusative case. Check your answers.

1.	Nãmas *(m.)*	Namaĩ	3.	Jézus *(m.)*	-	5.	Stãlas *(m.)*	Stalaĩ	7.	Katẽ *(f.)*	Kãtės
2.	Lėlẽ *(f.)*	Lẽlės	4.	Galvà *(f.)*	Gálvos	*6.*	Knygà *(f.)*	Knỹgos			

B. Memorize

Memorize the declension charts for nouns ending in *-as*, *-a*, *-ė* and *-us* in the accusative case. Choose one word for each ending and practice declining that word over and over again until you feel comfortable using those declensions.

-as	**Singular**	**Plural**
Nom	Tėvas	Tėvaĩ
Gen	Tėvo	Tėvų̃
Dat	Tėvui	Tėváms
Acc	Tėvą	Tėvus
Instr	Tėvu	Tėvaĩs
Loc	Tėvè	Tėvuosè
Voc	Tėvè	Tėvaĩ

C. Identify the Direct Object

A direct object is the object in the sentence *directly affected by a verb*. Underline and label the direct object for each English sentence below. Then find the direct object/accusative case in the Lithuanian translations. Check your answers.

1. The missionaries gave him a Book of Mormon

   Misioniẽriai dãvė jám Mormòno Knỹgą.

2. When people choose to reject the prophets, apostasy follows.

   Kaĩ žmónės pasìrenka atmèsti prãnašus, ateĩna atsimetìmas.

3. You will receive the gift of the Holy Ghost after baptism.

   Jũs gáusite Šventósios Dvãsios dóvaną põ krìkšto.

4. God restored His gospel in the latter days.

   Diẽvas sugrąžìno sàvo evangèliją paskutìnėmis dienomìs.

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Àš turiù ***tuõs knygà.**
   *I have **those books.***
2. Mẽs susìtiksime ***antrãdienis.**
   *We will meet on **Tuesday.***
3. Àš žinaũ, kàd Diẽvas mýli sàvo ***vaikaĩ.**
   *I know that God loves His **children**.*
4. Ar̃ jũs gãlite pérskaityti ***šiõs eilùtės**?
   *Can you read **these verses?***
5. Mẽs norétume kalbéti sù jumìs apiẽ ***Jézus Krìstus.**
   *We want to talk with you about **Jesus Christ.***
6. Ar̃ galiù užsirašýti jũsų telefòno ***nùmeris**?
   *Can I write down your telephone **number**?*
7. Apiẽ ***kàs** jũs nórite kalbéti?
   ***What** do you want to talk about?*
8. Àš žinaũ, kàd Diẽvas mýli ***jũs.**
   *I know that God loves **you.***
9. Jézus Krìstus nùmirė ùž ***mẽs.**
   *Jesus Christ died for **us.***
10. ***Pirmãdienis** mẽs važiúosime ĩ ***Lietuvà.**
    ***On Monday** we will go to **Lithuania**.*

E. Error correction

Each sentence either is correct or has one or more errors. Say the correct form to your companion or write it down on a separate sheet of paper. Check your answers. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the sentence.

1. Mẽs tùrime prãnašą.
2. Àš žinaũ, kàd Diẽvas atsakỹs ĩ jũsų maldosè.
3. Džòzefas Smìtas mãtė Diẽvas ir̃ Jézus Krìstus.
4. Mẽs prãšome tavẽs paláiminti mùms.
5. Mẽs kviẽčiame jùms skaitýti ir̃ meĩstis apiẽ mũsų žinià.
6. Diẽvas sugrąžìno sàvo bažnýčia per̃ Džòzefas Smìtas.
7. Jézus Krìstus mìrė ùž mùs.

F. Decline

Decline each pair of singular and plural forms of nouns into accusative case. Check your answers.

1. Sūnùs *(m.)* Sũnūs
2. Arklỹs *(m.)* Arkliaĩ
3. Brólis *(m.)* Bróliai
4. Žmogùs *(m.)* Žmónės

G. Memorize

Memorize the declension charts for nouns ending in *-is (m.), -ys,* and -us in the accusative case. Choose one word for each ending and practice declining them over and over again until you feel comfortable using those declensions.

H. Scripture Activity

List the direct objects, direct object pronouns, and the adjectives in the accusative case, describing them in each of the following verses. Next to each direct object, write the verb or preposition that is affecting it. The number of accusative words found in each scripture is displayed in parentheses. Check your answers.

1. 1 Nèfio 19:7–9 (11)
2. 2 Nèfio 33:1–3 (8)
3. D&S 4:6 (12)

I. Translation

Translate the following sentences, paying special attention to the correct use of the accusative case. Check your answers.

1. To whom will the sisters go on Sunday?
2. What will you *(informal)* do on Wednesday?
3. Whom does God love?
4. What will you *(formal)* talk about?
5. What are you *(formal)* grateful for?
6. Whom did John the Baptist baptize?

J. Fill In the Blank

Fill in the blanks with the given words after declining them to the accusative case. Circle the preposition that requires the accusative case. Check your answers.

1. Mẽs dėkójame jùms ùž jūsų _____, _____, ir _____.
   (méilė) *(pagálba)* *(svetingùmas)*
2. Misioniẽriai kaĩba sù žmonėmìs apiẽ _____.
   (sugrąžìnta evangèlija)
3. Peř _____ àš išmókau gróti pianinù.
   (mẽtai)
4. Vyresníeji eĩs ĩ _____ sù sàvo besidominčiúoju.
   (bažnýčia)
5. Jõnas skaĩtė Mormõno Knỹgą priẽš mūsų _____.
   (pamokà)
6. Pagaĩ _____, kõ mẽs turėtume meĩsti?
   (šì eilùtė)

K. Decline

Decline each pair of singular and plural forms of nouns into accusative case. Check your answers.

1. Mẽdis *(m.)* Mẽdžiai
2. Martì *(f.)* Marčiõs
3. Akìs *(f.)* Ãkys
4. Šalìs *(f.)* Šãlys
5. Dantìs *(f.)* Dañtys
6. Sesuõ *(f.)* Sẽserys
7. Akmuõ *(m.)* Ãkmenys
8. Šuõ *(m.)* Šùnys

L. Memorize

Memorize the declension charts for nouns ending in *-is (m.), -is (f.), -i (f.), -uo (m.)* and *-uo (f.)* in the accusative case. Choose one word for each ending and practice declining them over and over again until you feel comfortable using those declensions.

M. Translation

Translate the following phrases using the accusative case to form specific time expressions. Check your answers.

1. On Wednesday
2. Next week
3. Next month
4. On another day
5. Next time
6. On Sunday
7. One time
8. Next lesson
9. In April
10. Last time
11. All day
12. Tonight

N. Companionship Activity

Practice

Look around you. Tell your companion what you see. To ask what your companion sees, say "Ką̃ tù mataĩ?" (*What do you see?*) Your companion will then reply, "Àš mataũ ___" (*I see* ___). Switch roles. Note that matyti (*"to see"*) is a verb that forces the accusative case. Here are some examples of words you could use:

1. vyresnỹsis *elder*
2. sesuõ *sister*
3. lóva *bed*
4. knygà *book*
5. knygà *book*
6. kėdẽ *chair*
7. prezideñtas *president*
8. mókytojas *teacher*
9. lémpas *lamp*
10. brólis *brother*
11. mókytoja *teacher (f.)*
12. spintẽlė *cabinet*
13. baĩdai *furniture*
14. stãlas *table*
15. kìlimas *carpet*
16. besidomintỹsis *investigator*
17. lángas *window*
18. lentýna *shelf*
19. Šventóji Bìblija *Holy Bible*

Practice

Have one companion choose an action in which they are directly acting on an object (tapping a table, holding a book, etc.) Have the other companion form a sentence using the action their companion is doing, making sure to put the direct object in accusative case. If you do not know a word, look it up and memorize it together. Practice the sentence again.

Sentences

Tell your companion 10 things that Christ did while He was on the earth. Be sure to put direct objects in the accusative case.

Example

Kaĩ Jézus Krìstus bùvo žẽmėje ar̃ jìs gýdė aklúosius?
When Jesus Christ was on the earth, He healed the blind.

O. Listening Activity

Listen to the first five minutes of Sugrąžìnimo Fìlmas. Write down all the accusative case words/phrases you hear. Look up any vocabulary you do not know, then listen to the same five minutes over again for better understanding.

P. Writing Activity

Write a thank-you letter in Lithuanian to your mission or branch president. Pay special attention to using the accuative case correctly in your letter.

Kuris

Examples

Misioniẽriai **kuriẽ** sténgiasi kasdiẽn ruõštis iř tobuléti bùs vedamì Šventósios Dvãsios.	Missionaries **who** try to prepare and improve daily will be guided by the Spirit.
Jézus Krìstus bùvo vieniñtelis **kurìs** galéjo atlìkti tóbulą Apmokéjimą ùž vìsą žmonìją.	Jesus Christ was the only one **who** could perform the Atonement for all humanity.
Kláuskite mìsijos prezideñto, **kurìs** patařs jùms kiekvíenu ãtskiru ãtveju.	Ask your mission president, **who** will advise you in every specific case.

Explanation

Kuris means "which," "who/whom," or "that" in English and is most often used to combine two sentences, as shown in the example below.

Diẽvas pàruošė plãną. *God prepared a plan.*	+	**Plãnas** atnèš džiaũgsmo. ***The plan** will bring joy.*	=	Diẽvas pàruošė plãną **kurìs** atnèš džiaũgsmo. *God prepared a plan **that** will bring joy.*

The number and gender of kuris is determined by the noun it takes the place of. The case is determined by the phrase it's in.

Mẽs skaĩtome Mormòno Knỹgą. *We read the Book of Mormon.*	+	**Mormòno Knygà** liùdija apiẽ Krìstų. ***The Book of Mormon** testifies of Christ.*	=	Mẽs skaĩtome Mormòno Knỹgą, **kurì** liùdija apiẽ Krìstų. *We read the Book of Mormon, **which** testifies of Christ.*

In the first sentence, "Mẽs skaĩtome Mormòno Knỹgą," *Mormòno Knygà* is singular, feminine, and accusative. In the second sentence, "Mormòno Knygà liùdija apiẽ Krìstų," it is singular, feminine, and nominative. Therefore, *kurì* in the combined sentence is in *singular, feminine* (from the first sentence), and *nominative* (from the second sentence).

Examples

Pranašaĩ, apiẽ kurious jũs skaĩtote yrà Diẽvo tarnaĩ.
*The prophets **that** you are reading about are God's servants.*

In this sentence, *kuriuõs* is masculine and plural because *pranašaĩ* is masculine and plural. It is in the accusative case because the preposition *apiẽ* in the phrase "apiẽ kurious jũs skaĩtote" forces accusative.

Examples

Àš pažįstu tą žmógų, sù **kuriuõ** kalbates.
*I know that person with **whom** you are speaking.*

Here, *kuriuõ* is referring to the person I know. It is masculine and singular because *žmogùs* is masculine and singular. It is in instrumental case because the preposition *su* forces instrumental.

Declining *Kurìs*

Below is the declension chart for *kurìs*. Notice the similarities to the declension charts for *jìs, jì, jiẽ*, and *jõs*.

	Masc. Sg.	Masc. Pl.	Fem. Sg.	Fem. Pl.
Nom	kurìs	kuriẽ	kurì	kuriõs
Gen	kuriõ	kurių̃	kuriõs	kurių̃
Dat	kuriám	kuríems	kuriái	kurióms
Acc	kurĩ	kuriuõs	kurią̃	kuriàs
Instr	kuriuõ	kuriaĩs	kùria	kuriomìs
Loc	kuriamè	kuriuosè	kuriojè	kuriosè

IMPORTANT—Do not use *kàd* in place of *kurìs*!!!** *Kàd* is a ***conjuction. *Kurìs* is a ***pronoun***. Although in English it is grammatically correct to say, "The prophets ***that*** you are reading about . . .," when speaking Lithuanian, you *must* force yourself to rephrase it in your mind to say, "The prophets about ***which*** you are reading . . ." This keeps you from using *kàd* and guarantees the use of *kurìs*.

Nominative	Výras, **kurìs** kalbėjo sù mumìs, tùri šeĩmą. *The man **that** talked with us has a family.*
Genitive	Pamokosè yrà krìkšto pókalbio kláusimai, įsipareigojimai ir̃ doktrìnos, **kurių̃** tùrite mókyti. *In the lessons are the baptismal interview questions, commitments, and doctrines **which** you should teach.*
Dative	Turésime tóbulą nemirtìngą kū̃ną ìš mėsõs ir̃ káulų, **kuriám** daugiaũ nebegrẽs ligõs, skaũsmas ar̃ mirtìs. *We will have a perfect, immortal body of flesh and bones, **which** illness, pain, or death will no longer threaten.*
Accusative	Padékite tíems, **kuriuõs** sutinkate, gáuti šĩ dvãsinį patvìrtinimą. *Help those **whom** you meet to gain this spiritual confirmation.*
Instrumental	Taĩ svarbiausas kẽlias, **kuriuõ** kadà nórs eĩs šìs besidomintysis. *That is the most important path **by which** this investigator will go.*
Locative	Aptar̃kite, kaĩp gãlite pritáikyti šią idéją rajonè, **kuriamè** tarnáujate. *Discuss how you can apply this idea in the area **in which** you serve.*

Common Mistakes

Many missionaries decline *kuris* to match the wrong phrase. Look at the difference between these two sentences and spot the mistake.

1. "Pakalbékite apiẽ maldàs, kuriàs kal̃bate kártu sù pórininkais." **(Correct)**

   Talk about the prayers which you say with your companions.

2. "Pakalbékite apiẽ maldàs kuriõs, kal̃bate kártu sù pórininkais." **(Incorrect)**

   Talk about the prayers which you say with your companions.

Sentence one is correct because *kurìs* is declined to match the verb *kalbêti*. The second sentence is wrong because it is matched to the noun *maldà*.

Activities

A. Fill In the Blank

Use the correct form of 'kurìs' to fill in the blank. Remember to use the correct gender, plurality, and case. Check your answers.

1. Mán reĩkia lankstinùko _____ gùli añt stãlo.
   (which)
2. _____ ìš jũsų yrà Sesuo Hodson?
   (Which)
3. _____ pastatè gyvẽna mũsų besidomintysis?
   (Which)
4. Per _____ šaltìnį mẽs gãlime ràsti išgélbėjimą?
   (which)
5. _____ knygà padės mùms ateĩti árčiau Diẽvo?
   (Which)
6. Nėrà dárbo, _____ bũtų įdomènsnis ùž šĩ.
   (which)
7. Mẽs turétume sténgtis paténkinti póreikius tũ, _____ mókome.
   (which)
8. Taĩ svarbiáusias kẽlias, _____ kadà nórs eĩs šìs besidomintỹsis.
   (by which)

B. Matching

Match the following forms of *kurìs* with the appropriate sentences. Check your answers.

a.	kuriám	1.	Sugrąžìntoji Jézaus Krìstaus Evangèlija yrà vieniñtelis bũdas, _____ gãlime ràsti ámžinąją láimę.
b.	kuriamè	2.	Tiẽ, _____ tikẽs Krìstų, atgailaũs ùž sàvo núodėmes iř bùs pakrìkštyti Krìstaus vardù.
c.	kuriẽ	3.	Šventóji Dvasià primiñs jùms doktrinàs, _____ mókėtės.
d.	kuriomìs	4.	„Jéi _____ ìš jũsų trũksta išmintiẽs, teprãšo Diẽvą.”
e.	kuriõs	5.	Geriáusias bũdas paródyti méilę yrà eĩti iř skélbti Viẽšpaties Evangèliją, apiẽ _____ dieviškùmą žìnome.
f.	kuriaĩs	6.	Kaĩp màno stùdijos paveĩks tuõs, _____ mókau?
g.	kuriojè	7.	Mylédami žmónes, _____ tarnáujame, mẽs visì nórime padarýti vìską, kàd pakylétume juõs.
h.	kurią̃	8.	Aptařkite, kaĩp gãlite pritáikyti šią̃ idéją rajonè, _____ tarnáujate.
i.	kuriuõ	9.	Šventóji Dvasià suteĩks žiniũ̃ iř įsitìkinimą, _____ paláimins jũsų gyvẽnimą.
j.	kuriuõs	10.	Mũsų namaĩ turétų bũti vietà, _____ bùs Viẽšpaties Dvasià.
k.	kuriosè	11.	Šãbo diẽną tùrime susilaikýti nuõ veiklų̃, _____ láužomas Šãbo dienõs šventùmas.
l.	kurìs	12.	Jéi įmãnoma, pakviẽskite besìdominčiuosius į̃ sakrameñto susirinkìmą, _____ metù bùs patvìrtintas žmogùs.
m.	kuriàs	13.	Jũs turėtumete padéti žmonéms, sù _____ dìrbate, áugti tikėjime.
n.	kuriõ	14.	Kiekvíenas misioniẽrius gãli paruõšti víenos minùtės kaĩbą, _____, jìs ař jì galétų pasakýti ieškódamas besìdominčiųjų.
o.	kurių̃	15.	Įsitìkinkite, kàd jũs áiškiai suprañtate, kaĩp greĩtai iř geraĩ besidomintỹsis mókosi iř táiko doktrinàs, _____ déstote.
p.	kuríems	16.	Ràskite Mormòno Knỹgoje visàs vietàs, _____ yrà užrašýti kienõ nórs maldõs žõdžiai.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Štaĩ, knygà, ***kurì** mẽs nórime jùms dúoti.

   *Behold the book **that** we want to give to you.*

2. Mormòno Knygà yrà mẽtraštis, ***kuriojè** rãšė senóvės pranašaĩ.

   *The Book of Mormon is a record **that** the prophets of old wrote *in.*

3. Džòzefas Smìtas bùvo prãnašas, peř ***kurìs** Diẽvas sugrãžino sàvo evangèliją.

   *Joseph Smith was the prophet through **whom** God restored His gospel.*

4. Méilė, kantrùmas, iř tikėjimas, yrà savýbės, ***kuriõs** Diẽvas nóri kàd mẽs turétume.

   *Love, patience, and faith are attributes **that** God wants us to have.*

5. Namaĩ, ***kuriosè** gyvẽna mũsų besìdomintysis, yrà netolì Antãno nãmo.

   *The home **in which** our investigator lives is not far from Antãnas's house.*

6. Į ***kurì** šventỹklą Lietùviai važiúoja ?

   ***Which** temple do Lithuanians go to?*

7. Pamokõs, ***kuriuosè** dalyváuja nariaĩ, visadà yrà gerèsnės.

   *Lessons **in which** members participate are always better.*

8. Mẽs nórime padéti visíems besìdomintiesiems, ***kuríems** sutìko būtì pakrìkštyti.

   *We want to help all the investigators **who** agreed to be baptized.*

D. Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Kaĩp mẽs gãlime padéti besìdomintiesiems, kuriẽ suñkiai sẽkasi laikýtis įsipareigójimų?
2. Kàd suràstumėte daugiaũ besìdominčiujų, galėtumėte suràsti sąrašą šeimų̃, kùriame nè visì yrà Bažnýčios nariaĩ.
3. Rajòno knygà, kurìs yrà nuolatìnis mẽtraštis jūsų kasdienìnių darbų̃, gãli padéti jùms taĩp pàt suràsti daugiaũ besìdominčiujų.
4. Jūsų apýlinkės mìsijos vadõvas gãli dúoti jùms idėjų, kuriàs padẽs jùms suràsti daugiaũ besìdominčiujų.
5. Tikslaĩ, kuriẽ užsibrėžiate, turėtų motyvúoti jùs darýti vìską kã̄ gãlite, kàd padėtumėte sàvo besìdomintiesiems.
6. Tàs, kuriám įvaĩdo tikslų̃ užsibrėžimo prìncipus, sàvo gyvẽnime pasíekia žỹmiai geresnių̃ rezultãtų.
7. Turėtumėte praléisti daugiaũ laĩko áiškindami įsipareigójimų doktrinàs, kuriuõs bùs sunkù jūsų besìdominčiajam laikýtis.
8. Prisimiñkite, kàd jūsų tìkslas yrà suràsti tuõs, kuriuõs jùs priimm̃s, õ nè tuõs kuriuõs nenóri girdéti jūsų žìnią.
9. Autobùsas, kuriuõs mẽs įprastaĩ važiúojame į̃ bažnýčią, neatẽjo.

E. Translation

Translate the following sentences into Lithuanian. Check your answers.

1. The Apostasy, of which many prophets had prophesied, came as the Apostles died.
2. I know that the prophet who restored the gospel was Joseph Smith.
3. I hope it is clear that there are many different forms of “that” in Lithuanian which can confuse missionaries.
4. Our Church is the same Church that Christ Himself established when He was on the earth.
5. Our Church is the same Church which Christ Himself established when He was on the earth.
6. Joseph asked God and Jesus Christ which church he should join.
7. The church that Joseph should join was not on the earth at the time.
8. Churches that say that we are saved by works alone do not understand the Bible.
9. You should respect companions that you disagree with.
10. If you don’t talk with everyone, you might not find the people that God has prepared to receive the gospel.
11. The best way to find people to teach is to talk to the people that are around you.
12. If your companion doesn’t talk to everyone because he is afraid, you should remind him of the importance of the work to which he has been called.
13. If your companion refuses to talk to everyone, don’t let the incorrect choices that he has made affect your mission.
14. Bravely talk to people who are on the bus or who may seem intimidating.

F. Identification

Identify whether the "that" in the following sentences should be *tàs, kàd, kurìs,* or *tai,* and write the correct form of each.

Sentence	***tàs, kàd, kurìs,* or *taĩ*?**	**Correct Form**
1. I know that Joseph Smith is a prophet.		
2. We are meeting with the man that we saw yesterday at 6:00 p.m.		
3. That woman would be an awesome member.		
4. We want to meet your daughter whom you talk about so often.		
5. That is the strangest thing I have ever heard.		
6. Where is the verse that you read?		
7. That verse is one of my favorites.		
8. I know that that is true.		
9. The book that Joseph Smith translated is the word of God.		
10. I read that book once.		
11. There are many busses that go to the church.		

Special Adverbial Active Participle (SAAP)

Examples

Pašaũkdamas prãnašus Diẽvas paródo mùms sàvo méilę.	God shows His love for us **by calling** prophets.
Jézus įvýkdė sàvo Tévo vãlią **atlìkdamas** apmokéjimą.	Jesus fulfilled His Father's will **by completing** the Atonement.
Tarnáudami kitíems, mẽs tarnáujame Diẽvui.	**As we serve** others, we serve God.
Ar̃ sèksite Jézaus Krìstaus pãvyzdžiu **priimdamì** krìkštą asmeñs tùrinčio Diẽvo kunigỹstės įgaliójimą?	Will you follow the example of Jesus Christ **by being** baptized (**by accepting** baptism) by someone holding the priesthood authority of God?

Explanation

The SAAP denotes simultaneous actions by the **same subject.** In other words, one action is done by one individual or group at the same time that the same individiual or group is performing another action.

Example

Àš skaitýsiu Mormòno Knỹgą **válgydama** pùsryčius.
*I will read the Book of Mormon **while (I am) eating** breakfast.*

Formation of Special Adverbial Active Participle (SAAP)

Special adverbial active participles are formed by **leaving the verb in its infinitive form**, dropping the final ***-ti***, and adding the appropriate ending.

	Masculine	Feminine
Singular	-damas	-dama
Plural	-dami	-damos

Infinitive	Drop	Add	Past Active
bũti *to be*	~ti	**~damas** **~dama** **~dami** **~damos**	bũ**damas** bū**damà** bū**damì** bũ**damos**
sakýti *to speak/say*	~ti	**~damas** **~dama** **~dami** **~damos**	saký**damas** saký**dama** saký**dami** saký**damos**
važiúoti *to go (by wheels)*	~ti	**~damas** **~dama** **~dami** **~damos**	važiúo**damas** važiúo**dama** važiúo**dami** važiúo**damos**

The SAAP is **one subject, two actions.** Each action happens in the present tense relative to the other action. This means that it doesn't matter if the actions were performed in the past, are being performed right now, or will be performed in the future, as long as they happen at the same time.

Past:	Vyresnỹsis kalbėjo sù móterimi **eĩdamas** gãtvėje. *The elder spoke with a woman while he was walking in the street.*
Present:	Mẽs atnaũjiname sàvo krìkšto sándoras **priimdamì** sakrameñtą. *We renew our baptismal covenants by partaking of the sacrament.*
Future:	**Gyvéndami** pagaĩ evangèliją mẽs tàpsime panašesnì ĩ Krìstų. *As we live the gospel, we will become more like Christ.*

Note: Simultaneous actions that are not performed by the same individual or group are expressed with the present tense gerund. See page 218.

Formation of Reflexive Special Adverbial Active Participles

The participles can also be reflexive. See the chart below for reflexive SAAP participle endings.

SAAP Participle	Add	Reflexive Participle
laikýdamas	~is	laikýdamasis
laikýdama	~si	laikýdamasi
laikýdami	~esi	laikýdamiesi
laikýdamos	~i	laikýdamosi

Note: If the verb has a prefix, then the reflexive particle *-si-* is inserted after the prefix but before the root of the verb (e.g., **besikalbėdamas**).

Activities

A. Formation

Use the following verbs to form the special adverbial active participle (SAAP) in the directed forms. Check your answers.

Verb	Masc. Singular	Fem. Singular	Verb	Masc. Plural	Fem. Plural
1. plepéti			2. myléti		
3. važiúoti			4. stovéti		
5. váikščioti			6. patvìrtinti		
7. válgyti			8. atstováuti		
9. žiūréti			10. atsistóti		
11. kalbéti			12. parašýti		
13. tarnáuti			14. dúoti		
15. mókyti			16. bũti		
17. šókti			18. aptařti		
19. miegóti			20. išmókti		
21. dainúoti			22. pabandýti		
23. matýti			24. atsiprašýti		

B. Scripture Activity

In the following scriptures, find the uses of the SAAP and then explain what noun is acting and what two actions are being performed. Check your answers.

Scripture	Participle	Noun	Action 1	Action 2
1. 1 Nèfio 1:1	_____	_____	_____	_____
2. 1 Nèfio 1:12	_____	_____	_____	_____
3. Enòso 1:15	_____	_____	_____	_____
4. Álmos 52:23	_____	_____	_____	_____

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. ***Mán skaĩtant** raštùs, àš jaučiù dvãsią.

   As I read *the scriptures, I feel the Spirit.*

2. Įprotis studijúoti, kurĩ įgýsite ***būdamos misioniẽriumi,** paláimins jùs ãsmeniškai ir padẽs jûsų mókomiems žmonéms áugti tikéjime Gélbėtoju.

   The habit of studying gained ***while being a missionary*** *will bless you personally and help the people you teach grow in faith in the Savior.*

3. ***Laikýdami** įsãkymų, mẽs patirame džiaũgsmą.

   When we keep *the commandments, we experience joy.*

4. "Žmogùs labiaũ priartẽs priẽ Diẽvo, ***gyvéndama** pagaĩ jõs príesakus, negù pagaĩ bèt kokiõs kitõs knỹgos."

   "A man would get nearer to God ***by abiding*** *by its precepts, than by any other book." (Mormòno Knỹgos Įvadas)*

5. ". . . Štaĩ Viẽšpaties ángelas pasiródė ir atsistójo príešais juõs, ir kalbéjo jíems, ***sakýti:** Kodẽl mùšate sàvo jaunèsnįjį brólį lazdà?"

   ". . . Behold, an angel of the Lord came and stood before them, and he spake unto them, ***saying:*** *Why do ye smite your younger brother with a rod?" (1 Néfio 3:29)*

6. ***Tarnáujant,** mẽs ẽsame laimìngi.

   As we serve, *we are happy.*

D. Error Correction

Find and correct the mistakes below. Check your answers.

1. Melsdamì mẽs gãlime sužinóti, kàd Mormòno Knygà yrà tikrà.
2. Kiekvíeno atsimetìmo pabaigojè Diẽvas paródydavo méilę Sàvo vaikáms pašaũkdamas kìtą prãnašą.
3. Priimdamas Šventósios Dvãsios dóvaną, mẽs dvãsiškai atgìmstame.
4. Gyvéndama pagaĩ evangèliją mẽs tampame panašesnì į Krìstų.
5. Krìstus paródė mùms pãvyzdį pàts pasikrìkštydami.
6. Gyvéndamas pagaĩ sugrąžìntosios Evangèlijos prìncipus, šeĩmos sustipréja ir gãli patìrti ramýbę ir džiaũgsmą.
7. Dvãsinis vadovãvimas prasìdeda nuõ Krìstaus šviesõs, kurì duodamõs kiekvienám žmógui.
8. Esù kantrùs ir pasìtikiu Viẽšpačiu, sténgdamasis įveĩkti sàvo silpnýbes.

E. Translation

Translate the following sentences on another piece of paper using the SAAP. Check your answers.

1. You can know of the truthfulness of the Book of Mormon by praying to our Heavenly Father.
2. While I *(fem.)* read the Book of Mormon, I *(fem.)* think about my investigators.
3. The missionary tries to stay focused as he translates for the Americans.
4. As Povilas partakes of the sacrament, he feels the influence of the Spirit.
5. We worship the Father by singing hymns at church.
6. One said, pointing to the other, "This is My Beloved Son. Hear Him."
7. We help our investigators to repent by inviting them to be baptized.
8. Missionaries find investigators by meeting with members.
9. Elder Paulukaitis met Dainus by contacting on the street.

F. Sentence Formation

Use the nouns and actions below to create sentences using the SAAP participle. Either action may be used as the SAAP participle. Answers may vary.

	Noun	Action 1	Action 2
1.	Jìs	eĩti	kalbéti
2.	Mergìnos	girdéti	sprę́sti
3.	Skỹriaus Prezideñtas	tarnáuti	rū́pintis
4.	Àš	ieškóti	ràsti
5.	Vyresníeji	važiúoti	užkálbinti
6.	Tù	laikýtis	žinóti
7.	Birùtė	susitìkti	jaũsti
8.	Mẽs (m.)	sténgtis	tàpti
9.	Jaunuõliai	dalyváuti	mókytis
10.	Jũs	tarnáuti	bū́ti

Reflexive Verbs

Examples

Ar̃ jūs **laĩkotės** Viẽšpaties įsãkymų?	Are you **keeping** God's commandments?
Mẽs jaũ **béldėmės** ĩ dùris šìtame rajòne.	We already **knocked** on doors in this area.
Táu reĩkia **meĩstis** kàd tù gáutum atsãkymą ìš Diẽvo patiẽs.	You need **to pray** so you can get an answer from God.

Explanation

Reflexive verbs are used in the same way as regular verbs are. However, they can change the meaning of the original verb. Adding a reflexive ending to a word can mean:

- An action is directed toward the self.
- A mutual action is shared between two or more individuals.
- An action is carried out for one's benefit.

Meaning of Reflexive Verbs

While there are some general meanings that reflexive endings can give to a verb, the most effective way of learning what reflexive verbs mean is to think of them as new verbs with their own meaning. Here are some examples of the original verbs and their reflexive counterparts with their definitions.

Standard		Reflexive
ruõšti *to prepare*	→	ruõštis *to prepare oneself*
kalbėti *to speak*	→	kalbėtis *to speak with someone else*
jaũsti *to feel*	→	jaũstis *to feel (emotions, illness, etc.)*
pradėti *to begin*	→	prasidėti *to begin/start itself*
krìkštyti *to baptize*	→	krìkštytis *to be baptized*

Formation of Reflexive Verb Infinitives

There are two formations of reflexive verb infinitives, each one having a different meaning.

Simple—Ending

The first formation is a **simple reflexive verb.** This is formed by simply adding an ***-s*** to the end of the original verb.

krìkštyti jaũsti kaũpti piř̃kti	+	-s	=	**krìkštytis** **jaũstis** **kaũptis** **piř̃ktis**

Compound—Beginning

The second formation is a **compound reflexive verb.** This is only used when there is a prefix attached to the verb. In this case, the -s and an additional ***-i*** are added to the beginning of the verb, just after the prefix. When this occurs, the ending is conjugated the same as a normal non-reflexive verb.

pakrìkštyti **ne**jaũsti **su**kaũpti **nu**pìřkti	pa ne su nu	+	-si	+	krìkštyti jaũsti kaũpti pìřkti	=	**pasikrìkštyti** **nesijaũsti*** **susikaũpti** pìřktis

***Note:** When you negate (add the prefix -ne to the beginning of) a verb that is already reflexive, you need to move the reflexive to the beginning just after the prefix, as shown above.

Formation of Reflexive Verb Conjugations

When conjugating reflexive verbs, you must add a suffix in order to demonstrate that the verb is reflexive. There are two formation rules.

First Reflexive

To form a conjugated reflexive verb, simply add an ending to the conjugated verb. The following verbs follow this first pattern: verbs in the **first** and **second present-tense** conjugation, all verbs when **imperative**, and all verbs in the **future tense.**

1st Reflexive Endings	
(àš) **-osi**	(mẽs) **-ės**
(tù) **-esi**	(jũs) **-ės**
(jìs/jì/jiẽ/jõs) **-si**	

Present Tense		**Future Tense**		**Command Form**	
kalbėtis *to talk*		meĺstis *to pray*		tikėtis *to trust/to hope*	
(àš) kalbù + osi = **kalbúosi**	(mẽs) kaĺbame - e + ės = **kaĺbamės**	(àš) meĺsiu + osi = **meĺsiuosi**	(mẽs) meĺsime - e + ės = **meĺsimės**	(àš) -	(mẽs) tikėkime - es + ės = **tikėkimės**
(tù) kalbì + esi = **kalbíesi**	(jũs) kaĺbate - e + ės = **kaĺbatės**	(tù) meĺsi + esi = **meĺsiesi**	(jũs) meĺsite - e + ės = **meĺsitės**	(tù) tikėk + is = **tikėkis***	(jũs) tikėkite - es + ės = **tikėkitės**
(jìs/jì/jiẽ/jõs) kaĺba + si = **kaĺbasi**		(jìs/jì/jiẽ/jõs) meĺs + si = **meĺsis***		(jìs/jì/jiẽ/jõs) teguĺ tikì + si = **teguĺ tìkisi**	

Note:** In the future tense third person and the imperative second person, the ***-si is flipped to ***-is***.

Second Reflexive

Again, to form a conjugated reflexive verb, simply add an ending to the conjugated verb. The following verbs follow this second pattern: verbs in **third present-tense** conjugation, all verbs when **subjunctive**, and all verbs in the **past tense**.

2nd Reflexive Endings	
(àš) -**si**	(mẽs) -**ės**
(tù) -**si**	(jũs) -**ės**
(jìs/jì/jiẽ/jõs)-**si**	

3rd Present Tense		Subjunctive		Past Tense	
matýtis *to see each other / to be seen*		ruõštis *to prepare oneself*		meĺstis *to pray*	
(àš) mataũ + si = **mataũsi**	(mẽs) mãtome - e + ės = **mãtomės**	(àš) ruõščiau + si = **ruõščiausi**	(mẽs) ruõštume - e + ės = **ruoštumės**	(àš) - meldžiaũ + si = **meldžiaũsi**	(mẽs) meĺdėme + ės = **meĺdėmės**
(tù) mataĩ + si = **mataĩsi**	(jũs mãtote - e + ės = **mãtotės**	(tù) ruoštum + eisi = **ruoštumeisi***	(jũs) ruoštumėte - e + ės = **ruõštumėtės**	(tù) meldeĩ + si = **meldeĩsi**	(jũs meĺdėte + ės = **meĺdėtės**
(jìs/jì/jiẽ/jõs) mãto + si = **mãtosi**		(jìs/jì/jiẽ/jõs) ruoštų + si = **ruõštųsi**		(jìs/jì/jiẽ/jõs) meĺdė + si = **meĺdėsi**	

Note:** To form subjunctive in the ***tù form, add ***-eisi*** instead of just ***-si***.

Common Simple Reflexive Verbs

Below is a list of common simple reflexive verbs and their meanings.

baĩgtis (-iasi, ėsi) *to result in, to end itself*	**bélstis** (-džiasi, dėsi) *to knock*	**svéikintis** (-asi, osi) *to greet*
dalìntis (-asi, osi) *to share*	**dáugintis** (-asi, osi) *to multiply*	**teiráutis** (-jasi, avosi) *to inquire*
didžiúotis (-uojasi, avosi) *to be proud of*	**dométis** (-isi, ėjosi) *to be interested*	**tuõktis** (-iasi, ėsi) *to marry*
džiaũgtis (-iasi, ėsi) *to enjoy, to be happy*	**eĩgtis** (-iasi, ėsi) *to behave*	**vìltis** (-iasi, vylėsi) *to hope*
giñčytis (-ijasi, ijosi) *to argue*	**guĺtis** (-asi, ėsi) *to lie down*	**rūpintis** (-asi, osi) *to be concerned, to care for*
ilsėtis (-isi, ėjosi) *to relax, to rest*	**jáudintis** (-asi, osi) *to worry*	**sténgtis** (-iasi, ėsi) *to put forth effort, to try, to strive*
jaũstis (-čiasi, tėsi) *to feel*	**juõktis** (-iasi, ėsi) *to laugh*	**šypsótis** (-jasi, josi) *to smile*
kalbėtis (-asi, ėjosi) *to talk (to each other)*	**keĩstis** (-čiasi, tėsi) *to change (oneself)*	**tikėtis** (-isi, ėjosi) *to hope, to expect*
kéltis (-iasi, ėsi) *to move, to get up*	**klausýtis** (-osi, ėsi) *to listen*	**vadìntis** (-asim, osi) *to be called*
krìkštytis (-ijasi, ijosi) *to be baptized*	**laikýtis** (-osi, ėsi) *to keep*	**kreĩptis** (-iasi, ėsi) *to apply, address*
liáutis (-aunasi, ovėsi) *to stop (doing something), to cease*	**maitìntis** (-asi, osi) *to feed oneself*	**draũstis** (-džiausi, dėsi) *to insure*
matýtis (-osi, ėsi) *to see each other, to meet (socially)*	**máutis** (-nasi, vėsi) *to put on*	**sèktis** (-asi, ėsi) *to go well, to be lucky*
meĺstis (-džiasi, dėsi) *to pray*	**mókytis** (-okosi, ėsi) *to learn, to study*	**skųstis** (-undžiasi, undėsi) *to complain about*
naudótis (-jasi, josi) *to use, to make use of*	**nèrvintis** (-asi, osi) *to be nervous, to be anxious, to worry*	**stebėtis** (-isi, ėjosi) *to wonder*
pỹktis (-tasi, osi) *to be angry*	**piřktis** (-asi, osi) *to buy (for oneself)*	**sėstis** (-dasi, dosi) *to sit down*
riñktis (-enkasi, osi) *to choose (for onself)*	**ruõštis** (-iasi, ėsi) *to prepare, to get ready*	**sótintis** (-asi, osi) *to feast, to satisfy with food*

Common Compound Reflexive Verbs

Below is a list of common compound reflexive verbs and their meanings.

apsilankýti (-o, ė) *to visit*	**atsikélti** (-elia, ėlė) *to rise*
atsiklaũpti (-ia, ė) *to kneel*	**atsiliẽpti** (-ia, ė) *to answer, to pick up (a phone)*
atsiprašýti (-o, ė) *to apologize, to beg someone's pardon*	**atsimiñti** (-mena, mino) *to remember*
atsisakýti (-o, ė) *to refuse, to decline*	**įsiklausýti** (-o, ė) *to heed*
nusiléisti (-džia, do) *to descend*	**pasikliáuti** (-auna, ovė) *to rely on*
pasisakýti (-o, ė) *to give a talk*	**pasitikéti** (-iki, ėjo) *to trust*
pérsikelti (-elia, ėlė) *to move (locations)*	**prasižeñgti** (-ia, ė) *to transgress*
susijùngti (-ia, ė) *to unite susikaupti (-ia, ė), to focus*	**susitìkti** (-nka, ko) *to meet*
užsimérkti (-ia, ė) *to close (eyes)*	**apsiréikšti** (-škia, škė) *to appear*

Activities

A. Conjugation

Conjugate the first set of reflexive verbs in the present tense in a verb chart on a separate sheet of paper. Then conjugate the second set of reflexive verbs in the past tense. Check your answers.

Set 1 (present tense):

1. mókytis *(to learn)*
2. meĩstis *(to pray)*
3. jaũstis *(to feel)*
4. atsiprašýti *(to apologize)*
5. kalbétis *(to speak)*
6. prisimiñti *(to remember)*
7. pasikliáuti *(to rely on)*
8. naudótis *(to use)*

Set 2 (past tense):

1. džiaũgtis *(to be happy)*
2. keĩstis *(to change)*
3. vadìntis *(to call)*
4. vìltis *(to hope)*
5. ruõštis *(to prepare)*
6. tikétis *(to expect)*
7. pasisakýti *(to answer)*
8. rũpintis *(to be concerned)*

B. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. Behave properly! *(informal)*
2. You need to have better interest in our investigators.
3. Missionaries told me that I need to keep the commandments.
4. You *(formal)* need to choose the right.
5. How do you *(informal)* feel?

6. He relies on the teachings of the gospel.
7. We pray.
8. How did it go (sèktis) for you *(formal)*?

Conjugation

Say each of the following sentences aloud with the correct reflexive conjugation of the verb in parentheses. Check your answers.

1. Kuõ jũs (didžiúotis—*present tense*)?
2. Àš (atsisésti—*future tense*) autobusè.
3. Mẽs (keĩstis—*present tense*) peř apmokéjimą.
4. Šviesà (nusiléisti—*past tense*) añt Džòzefo.
5. Mán patiñka matýti kaĩp jũs (šypsótis—*present tense*)?
6. Kadà Arũnas (krìkštytis—*future tense*)?

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Àš ***pasimeldžiuosi** kiekvíeną diẽną iř vãkarą.
   *I **pray** every day and every night.*
2. Kaĩp ***jaustatės** dẽl Mormòno Knỹgos skaĩtymo?
   *How do you **feel** about your Book of Mormon reading?*
3. Mẽs ***mókomė** ìš Šventósios Dvãsios.
   *We **learn** from the Holy Ghost.*
4. Ùž ką̃ mẽs ***meldiamės**?
   *What do we **pray** for?*
5. ***Nejaučiuosi** Diẽvo méilės.
   ***I do not feel** God's love.*
6. Diẽvas ***didžiúoja** visaĩs sàvo misioniẽriais.
   *God is **proud** of all His missionaries.*
7. Susitìkęs sù sàvo bróliais, Aĩma sù jaĩs ***džiaũgtis.**
   *Having met his brethren, Alma **rejoiced** with them.*
8. Džòzefas ***meldosi** Diẽvui.
   *Joseph **prayed** to God.*
9. Klaũpdamasis, besidomintysis ***meĩdė.**
   *While kneeling, the investigator **prayed.***
10. ***Pasijaũčiame,** kàd Diẽvas mùms suteĩkia stiprýbės.
    ***We feel** that God gives us strength.*

D. Error Correction

Find and correct the mistakes below by putting words in the correct reflexive form when needed. Check your answers.

1. Rytój mùms reĩkia pirkti daugiaũ bùlvių.
2. Jìs mùms pasãkė, kàd jìs nenóri keĩčiasi.
3. Paláukit, àš tuõj nuléisiu láiptais!
4. Àš niẽkaip negaliù primiñti kuř jìs gyvẽna.
5. Àš nežinaũ kõ tikéti ìš màno gyvẽnimo.
6. Mán reĩkia išmókti naudóti kompiùteriumi.
7. Mán reikéjo jõs atprašyti.

E. Scripture Activity

Look up these scriptures and find the words that are in reflexive form. Then translate each scripture and conjugate it to another tense (present, past, subjunctive, future, imperative).

1. 1 Nèfio 2:16
2. Jokũbo 3:6
3. Àlmos 26:22

F. Language Study Plan Activities

1. "Learn grammar." Choose 10 reflexive verbs that you would like to use throughout the day. Conjugate each verb in the present/past tense in a verb tree. Then write at least one sentence for each verb and say at least two sentences for each verb. Ask a teacher or your companion to correct any errors. Memorize these verbs.
2. "Ask others to help you." Ask others throughout the day to correct your use of reflexive verbs and suggest ways in which you could improve.

G. Reflexive Verb Sentences

With your companion, choose five sets of verbs that can have either a normal or a reflexive ending (such as ***baigti*** and ***baigtis***) and write down a sentence for each of them. Explain to each other the difference between the normal and reflexive verbs for each set.

H. Reflexive Verb Sentences

Using the following verbs, take turns saying sentences. Each missionary will pick one verb and say two sentences, one using the verb in a non-reflexive sentence and one in a reflexive sentence. The translations show first the non-reflexive meaning and then the reflexive meaning (if they are different).

pradéti *begin*	**pirkti** *buy*	**klausýti** *listen*	**laikýti** *keep, hold*	**kalbéti** *talk*	**laikýti** *hold*	**keĩsti** *change*
krìkštyti *baptize*	**jaũsti** *feel*	**dométi** *interest*	**meĩsti** *pray*	**mókyti** *teach*	**ruõšti** *prepare*	**sésti** *sit down*

I. Writing

Using the fourth bullet under "Improve your ability to read and write" found in *Preach My Gospel* chapter 7, write six to eight sentences about how one should prepare oneself for baptism. Use reflexive verbs as much as possible. Share your sentences with your companion and receive feedback. Practice using the sentences in a role-play lesson about the blessings of baptism with your companion, acting as an active member in a dinner appointment.

Past Passive Participle

Examples

Jézaus Krìstaus evangèlija bùvo **sugrąžìnta** peř prãnašą Džòzefą Smìtą.	The gospel of Jesus Christ was **restored** through the prophet Joseph Smith.
Dẽl Diẽvo malónės kiekvíenas žmogùs gãli bũti **išgélbėtas** iř nuõ dvãsinės mirtiẽs, jéi tikẽs Jézų Krìstų.	Through God's grace, every person can be **saved** from spiritual death if they will believe in Jesus Christ.
Laimìngos šeĩmos yrà **pàgrįstos** Krìstaus mókymais.	Happy families are **founded** upon the teachings of Christ.

Explanation

The past passive participle is used as an adjective to describe the recipient of a completed action. It does not matter when the action was performed, as long as it was performed prior to the time frame in which you are speaking. In English, this often takes these forms:

Examples:

the spoken word/ the word which was spoken
(pasakýtas žõdis)

the forgotten detail/ the detail which was forgotten
(pamìršta detãlė)

the chosen people/ the people who were chosen
(išrinktì žmónės)

Examples:

Kaĩ apãštalai bùvo **nužudýti**, evangèlijos tiẽsos bùvo **iškraipýtos**.
*When the Apostles were **killed**, gospel truths were **distorted**.*

Krìkštas yrà **paskìrtas** Diẽvo iř tùri bũti **àtliktas** Jõ įgaliójimu.
*Baptism is **ordained** of God and must be **performed** by His authority.*

Pranašaĩ pranašãvo, kàd Diẽvo Sūnùs bùs **nukryžiúotas**.
*Prophets prophesied that the Son of God would be **crucified**.*

Formation of Past Passive

Past passive participles are formed by **leaving the verb in its infinitive form**, dropping the final -ti, and adding the appropriate ending.

Past Passive Participle

	Masculine	Feminine
Singular	-tas	-ta
Plural	-ti	-tos

Infinitive	Drop	Add	Past Active
patvìrtinti *to confirm*	~ti	**~tas** **~ti** **~ta** **~tos**	patvìrtin**tas** patvìrtin**ti** patvìrtin**ta** patvìrtin**tos** confirmed
skìrti *to separate*	~ti	**~tas** **~ti** **~ta** **~tos**	skìr**tas** skìr**ti** skir**tà** skìr**tos** separated
įgalióti *to authorize*	~ti	**~tas** **~ti** **~ta** **~tos**	įgalió**tas** įgalió**ti** įgalió**ta** įgalió**tos** authorized

Past Passive Case Endings

Because participles act like adjectives, they must agree with the nouns they describe in number, case, and gender. Below is a chart of how the past passive participle endings decline.

	Masc. Sing.	Masc. Plur.	Fem. Sing.	Fem. Plur.
Nominative	-tas	-ti	-ta	-tos
Genitive	-to	-tų	-tos	-tų
Dative	-tam	-tiems	-tai	-toms
Accusative	-tą	-tus	-tą	-tas
Instrumental	-tu	-tais	-ta	-tomis
Locative	-tame	-tuose	-toje	-tose

Examples:

Mõzė išvỹko sù Viẽšpaties **išrinktaĩs** žmonėmìs.

Moses left with God's ***chosen*** people.

Diẽvas tùri **ištóbulintą** kū̃ną ìš mėsõs ir̃ káulų.

God has a ***perfected*** body of flesh and bone.

Neuter Adjectives

It should be noted that just as regular adjectives can be neutered, so can participles that are acting as adjectives. Therefore, it is acceptable to say Mán pasakýta—"to me, it was said"—or any other neutered past tense passive participle.

Examples:

Peř Jõ apmokėjimą mùms gãli bū̃ti **atleistà**.

*Through His Atonement, we can be **forgiven**.*

Mùms bùs **atlýginta** pagaĩ mū̃sų dárbus.

*We will **be rewarded** according to our works.*

Añt žénklo bùvo **nuródyta**, jóg mẽs negãlime viř̃šyti greĩčio limìtą.

*On the sign was **indicated** that we cannot exceed the speed limit.*

The Doer of the Action

The past passive participle describes the recipient of the action implied in the verb being used as the participle. The doer of the action is expressed by declining the doer to the genitive form.

Examples:

Džòzefas Smìtas bùvo pàšauktas **Diẽvo**.

*Joseph Smith was called **of God***.

Mormòno Knygà bùvo išverstà **Džòzefo Smìto**.

*The Book of Mormon was translated **by Joseph Smith.***

Activities

A. Conjugate

From the following verbs, form the past passive participle in the directed forms. Check your answers.

Verb	Masculine Singular	Feminine Singular	Verb	Masculine Plural	Feminine Plural
plepéti	_____	_____	myléti	_____	_____
važiúoti	_____	_____	stovéti	_____	_____
váikščioti	_____	_____	patvìrtinti	_____	_____
válgyti	_____	_____	atstováuti	_____	_____
žiūréti	_____	_____	atsistóti	_____	_____
kalbéti	_____	_____	parašýti	_____	_____
tarnáuti	_____	_____	dúoti	_____	_____
mókyti	_____	_____	žyméti	_____	_____
šókti	_____	_____	aptaĩti	_____	_____
miegóti	_____	_____	išmókti	_____	_____
dainúoti	_____	_____	pabandýti	_____	_____
matýti	_____	_____	atsiprašýti	_____	_____

B. Matching

Match the nouns with the correct verbs. Check your answers.

1.	núodėmes	atkurtà
2.	sándora	palaikýtas
3.	įsãkymai	išaugìntas
4.	laĩkas	atnaũjinta
5.	žmónės	atléistos
6.	bažnýčia	laikýti
7.	prãnašas	paskìrtas
8.	šeimà	išrinktì
9.	vaĩkas	užantspaudúota

Note: When using the past passive participle in speech, the verb will come first.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Jéi mẽs výkdysime įsãkymus, mẽs gáusime Dañgiškojo Tévo ***pažadétas paláiminimai**.
   *If we keep the commandments, we will receive Heavenly Father's **promised blessings**.*
2. Tikróji bažnýčia vẽl bùvo ***įsteiga** žẽmėje.
   *The true Church was again **established** on the earth.*
3. Mormòno Knygà bùvo ***parašýtas** pranašų.
   *The Book of Mormon was **written** by prophets.*
4. Mẽs gãlime bū̃ti ***išláisvintus** nuõ núodėmės.
   *We can be **freed** from sin.*
5. Mùms bùs ***atlýgintų** pagal̃ mū̃sų dárbus.
   *We will be **rewarded** according to our works.*

D. Error Correction

Find and correct the past passive participle mistakes in the following sentences. Check your answers.

1. Mõzė vẽdė Viẽšpaties išriñkti žmónes.
2. Mẽs ẽsame sukurtà pagal̃ jõ ĩvaizdį.
3. Jám bùvo pasakýtas, kàd jìs bùs pašaũkti apãštalu.
4. Misioniẽriai dalìna ,išspáusdinti˜ lietùvių kal̃bą, Mormòno Knỹgos egzempliõrius.
5. Mẽtraščiai, apiẽ kuriuõs bùvo kalbéti, bùvo Moròmio pérduoti Džòzefui Smitui.

E. Translation

Translate the following sentences, using the past passive participle. Check your answers.

1. We are called to serve as missionaries.
2. Joseph was blessed for his faith.
3. He was told to join none of the churches.
4. The gospel will be preached to all nations.
5. Eternal life will be bestowed to every righteous person.

F. Fill In the Blank

Fill in the blank with the correct form and declension of the past passive participle.

1. Tìk peř Jézų Krìstų mẽs gãlime bū̃ti _____.
   (saved)
2. Kaĩ mán bùvo aštuonerì mẽtai, mán bùvo _____ Šventósios Dvãsios dóvaną.
   (conferred)
3. Mùms yrà privilègija palaikýti _____ prãnašus ĩř apãštalus.
   (called)
4. Àš nóriu _____ vandeñs.
   (non-carbonated)
5. Àš gáunu _____mìnčių skaitýdamas raštùs.
   (inspired)
6. _____ bažnýčiose žmónės nerañda Diẽvo kunigỹstės įgaliójimo.
   (In corrupt)
7. Ẽglė bùvo _____ šeštãdienį.
   (baptized)
8. Jũs eĩsite˜ į šventỹklą sù kitaĩs _____ bažnýčios nariaĩs.
   (endowed)
9. Sakrameñtas yrà _____ ĩř _____ , dúona ĩř vanduõ.
   (blessed) *(sanctified)*

G. Scripture Activity

Read the following scriptures in Lithuanian and then answer the questions below. Pay attention to how the past passive participle is used in each verse. Check your answers.

1. 2 Néfio 2:24
2. Àlmos 32:28
3. D&S 11:21

1. Why is the past passive participle formed as padarýta in 2 Néfio 2:24?
2. What noun is the past passive participle pasodìnta associated with in Àlmos 32:28?
3. Which of the following words found in D&S 11:21 is a past passive participle (skélbti, gáuti, àtrištas, įtìkinti)? Why?

H. Translation

Translate the following sentences, using the past passive participle. Check your answers.

1. The priesthood was restored to Joseph Smith and Oliver Cowdery.
2. My brother was called to serve as a missionary to the people in England.
3. The book was written for the good of all mankind.
4. The golden plates were given to Joseph Smith by Moroni.
5. The Book of Mormon was translated into English by Joseph Smith.

Past Active Participle

Examples

Pérskaitęs eilùtę Bìblijoje, Džòzefas meĩdėsi Diẽvui.	**After reading (having read)** a scripture in the Bible, Joseph prayed to God.
Nuoširdžiaĩ **atgailãvę** mẽs jaũčiamės išsiláisvinę nuõ kaltẽs ir síelvarto.	As a result of sincere repentance **(having sincerely repented),** we feel free from guilt and sorrow.
Pasikrìkštiję, mẽs sudãrome sándorą dalìntis evangèlija.	**After baptism (having been baptized),** we covenant to share the gospel.

Explanation

The past active participle is used to express the idea that a subject performed an action in the past (relative to the time frame in which the sentence takes places). In English, this often takes the form of *has, have, seen, been, heard,* etc. For example, the idea expressed in "The girl **who has been** to Lithuania" can also be expressed as "**the having been** to Lithuania girl." It is this construction that we will use when creating this participle.

Examples

The having spoken prophet
The (having) converted member
The (having) prepared missionary

Formation of Past Active

Past active participles are formed by conjugating verbs to the **third-person** *(jìs/jì/jiẽ/jõs)* **past tense** form, dropping the final vowel, and adding the appropriate ending.

Past Active Participle

	Masculine	Feminine
Singular	-ęs	-usi
Plural	-ę	-usios

Examples

Infinitive	3rd-Person Past Tense Form	Drop	Add	Past Active
tarnáuti *to serve*	tarnãvo	~o	**~ęs** **~ę** **~usi** **~usios**	tarnãv**ęs** tarnãv**ę** tarnãv**usi** tarnãv**usios** having served
sèkti *to follow*	sẽkė	~ė	**~ęs** **~ę** **~usi** **~usios**	sẽk**ęs** sẽk**ę** sẽk**usi** sẽk**usios** having followed
bũti *to be*	bùvo	~o	**~ęs** **~ę** **~usi** **~usios**	bùv**ęs** bùv**ę** bùv**usi** bùv**usios** having been

Past Active Case Endings

Because participles act like adjectives, they must agree with the nouns they describe in number, case, and gender. Below is a chart of how the past active participle endings decline.

	Masc. Sing.	Masc. Plur.	Fem. Sing.	Fem. Plur.
Nominative	-ęs	-ę	-usi	-usios
Genitive	-usio	-usių	-usios	-usių
Dative	-usiam	-usiems	-usiai	-usioms
Accusative	-usį	-usius	-usią	-usias
Instrumental	-usiu	-usiais	-usia	-usiomis
Locative	-usiame	-usiuose	-usioje	-usiose

Examples

Nuẽjęs į̃ iš añksto numatytą viẽtą, **apsidaĩręs** ir̃ **isitikinęs**, kàd bùvo víenas, Džòzefas astiklaupė ir̃ ẽmė atnašáuti sàvo širdiẽs troškimùs Diẽvui.
After he had retired (having retired) *to the place where he had previously designed to go,* ***having looked around him, and finding himself alone****, Joseph kneeled down and began to offer up the desires of his heart to God (JS—H 1:15).*

"Àš Nèfis, **gìmęs** iš gerų̃ gimdýtojų, todẽl kíek pamókytas . . ."
"I, Nephi, ***having been born*** *of goodly parents, therefore I was taught . . ." (1 Nephi 1:1)*

Misioniẽriai susitìks sù visaĩs sàvo **pasikrìkštijusiais** besìdominčiaisiais.
The missionaries will meet with all of their investigators ***who were baptized.***

Past Active Reflexive

Participles can also be reflexive. The reflexive particle ***-s*** is added to the end of the simple participle in the singular and ***-si*** to the plural. In the masculine singular, there is an ***-i-*** inserted between the particle and the final ***-s*** of the participle ending, so that two ***s'***s will not be together.

sùktis *to revolve*			
Nominative Singular		Nominative Plural	
Masculine	Feminine	Masculine	Feminine
sùkęsis	sùkusis	sùkęsi	sùkusios

Note: If the verb has a prefix, then the reflexive particle ***-si-*** is inserted after the prefix but before the root of the verb. All of the cases of the participle may be used (e.g., masc. nom. sing. *besisùkęs*, masc. gen. sing. *besisùkusio*, masc. dat. sing. *besisùkusiam*, etc.).

Activities

Decline

Form the past active participle from each of the verbs below; then decline that participle to each case for both masculine and feminine, singular and plural. Check your answers.

1. važiúoti
2. kalbéti
3. dúoti
4. válgyti
5. bū̃ti
6. matýti
7. miegóti
8. parašýti
9. išmókti

Fill In the Blank

Fill in the blank with the appropriate form of the past active participle.

1. Ar̃ jũs ẽsate _____ *(fem. pl.)* apiẽ mũsų bažnýčią?
   (heard)
2. Diẽvas padẽs sàvo _____ misioniẽriams suràsti pàruoštus žmónes išgiřsti jõ žõdį.
   (prepared)
3. Àš kalbejau sù žmogumì jaũ _____ sù misioniẽriais pràeitą saváitę.
   (having met)
4. Ar̃ jìs yrà _____ Bibliją?
   (read)
5. Misioniẽriai svéikino visùs _____ žmónes.
   (having arrived)
6. Ar̃ jũs skaitýsite knỹgą _____ màno gyvẽnimą?
   (that has changed)
7. Diẽvas paláimins visùs Jõ _____ ikì gãlo vaikùs.
   (having endured)
8. _____ kẽturiasdešimt dienų̃, Jézus pradéjo mókyti žydùs.
   (Having fasted)

Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Apmąstýkite ***praẽjusio** saváitės pãstangas suràsti naujų̃ besìdominčiųjų.
   *Review the **previous** week's efforts to find new investigators.*
2. Ar̃ galė́čiau pasidalínti mãn ***padéjusi** íštrauka?
   *May I share a scripture **that helped** me?*
3. Jũsų vaidmuõ yrà padéti ***pasiruõšusiais** žmonéms keĩstis.
   *Your role is to help **prepared** people change.*
4. ***Pérskaičiusį ir apmą̃sčiusi** Mormòno Knỹgos žìnią, kiekvíenas tùri meĩstis.
   ***Having read and pondered** the message of the Book of Mormon, everyone must pray.*
5. Bìblijoje, mẽs skaĩtome ***praẽję** pranašų̃ žodžiùs.
   *In the Bible we read the words of **past** prophets.*
6. Žmónės tùri liáutis ***ẽjusius įsisenéjusio** netiñkamo eĭgesio keliaĩs.
   *People must stop **ongoing, ingrained** ways of inappropriate acting.*

Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Grĩžkite priẽ praẽjusių pamokõs, kàd aiškiaũ išdéstytumėte doktrìną.
2. Paláimink mũsų lìkusis dienõs dãlį.
3. Mókykite evangèlijos prìncipų padėjusiame jùms ãsmeniškai.
4. Jézus Krìstus atẽjo atléisti nusidėjusiais žmonéms.
5. Àš nóriu nuvỹkti į̃ šventỹklą, kàd galėčiau krìkštytis ùž sàvo mìrusių prótėvius.

Scripture Activity

In the following scriptures, find the uses of the past active participle and describe it (write down which noun it is describing and the number, case, and gender of the participle). Check your answers.

	Participle	Noun	Singular/Plural	Case	Gender
1 Nèfio 4:27					
1 Nèfio 11:34					
2 Nèfio 2:22–23					
Álmos 10:1, 3					
Moròmio 6:2					

Translation

Translate the following sentences, using the past active participle. Check your answers.

1. Have you *(formal)* ever talked to missionaries before?
2. I have never served in Kaunas.
3. Having prepared their investigator for baptism, the missionaries organized the program.
4. Teach the doctrines most related to the needs of the investigator.
5. We welcome any visitors to our meeting.
6. Missionaries should help recent converts who previously belonged to another faith to feel comfortable at church.
7. I have testified about the Book of Mormon many times.

Identify

Identify the participles found in each of the *Preach My Gospel* sentences below.

1. Padékite besidõmintiesiems susidraugáuti sù žmonėmìs, gyvẽnančiais pagaĩ lšmintiẽs Žõdį ir įveĩkusiais tą pãčią priklausomýbę.
2. Šiõs reformãcijos rezultãtas bùvo padidėjęs relìginės láisvės akcentãvimas, atvéręs kẽlią galutìniam sugrąžìnimui.
3. Gãvusios šventỹklos apdovanójimą, susituõkusios põros gãli bũti užantspaudúotos, arbà sutuoktõs amžinýbei.
4. Daũgelis jũsų lañkomų nariũ bažnýčioje gãli bũti atsiveřtusieji.
5. Sàvo stùdijų žurnalè užsirašýkite iškìlusius kláusimus.

Present Passive Participle

Examples

Šventỹklose **výkdomos** šveñtos ãpeigos.	Sacred ordinances **are performed** in temples.
Šiojè gamỹkloje **yrà gamìnamos** naũjos mašìnos.	In this factory, new cars **are created.**
Rašýdama sàvo dienýne àš pradéjau galvóti apiẽ màno šeĩmą.	**While writing** in my journal, I started thinking about my family.

Explanation

The present passive participle is used as an adjective to describe the recipient of an action in the present tense. It does not matter when the action was performed, as long as it is in the present tense relative to the time frame in which you are speaking. In English, this often takes the following form:

Examples

the being judged person/ the person who is being judged
the being loved people/ the people who are being loved
the being read book/ the book which is being read

This participle also expresses the idea that is expressed in English by the suffix **-abl**e (e.g., readable, edible, lovable, etc.).

Formation of Present Active

Present passive participles are formed by using the **third-person** (*jìs/jì/jiẽ/jõs*) **present tense** form and then adding the appropriate ending.

Present Passive Participle

	Masculine	Feminine
Singular	-mas	-ma
Plural	-mi	-mos

Examples:

Infinitive	3rd Person Form	Add	Past Active
teĩsti *to judge*	teĩsia	**~mas** **~ma** **~mi** **~mos**	teĩsia**mas** teisia**mà** teisia**mì** teisia**mõs** being judged
myléti *to love*	mýli	**~mas** **~ma** **~mi** **~mos**	mýli**mas** mylí**ma** myli**mì** mýli**mos** being loved
geřbti *to respect*	geřbia	**~mas** **~ma** **~mi** **~mos**	geřbia**mas** gerbia**mà** gerbia**mì** geřbia**mos** being respected

Present Passive Endings

Because participles act like adjectives, they must agree with the nouns they describe in number, case, and gender. Below is a chart of how the present passive participle endings decline.

	Masc. Sing.	Masc. Plur.	Fem. Sing.	Fem. Plur.
Nominative	-mas	-mi	-ma	-mos
Genitive	-mo	-mų	-mos	-mų
Dative	-mam	-miems	-mai	-moms
Accusative	-mą	-mus	-mą	-mas
Instrumental	-mu	-mais	-ma	-momis
Locative	-mame	-muose	-moje	-mose

Examples

Jėzus žiūrėjo į **teĩsiamą** žmógų.
*Jesus looked at the person **being judged.***

Mormòno Knygà yrà **skaĩtoma** mũsų *besìdominčiųjų.
*The Book of Mormon is **being read** by our investigators.*

Mẽs visì ẽsame *Diẽvo **mylimì** vaikaĩ.
*We are all children **being loved** by God.*

***Note:** The present passive participle is used as an adjective to describe the recipient of an action in the present tense. The doer of the action is expressed by declining the doer to the genitive form.

Neuter Adjectives

It should be noted that just as regular adjectives can be neutered, so can participles that are acting as adjectives. Therefore, it is acceptable to say, *Mán taĩ skaĩtoma*—"to me, that is readable"—or any other neutered present-tense passive participle.

Examples

Mán taĩ yrà labaĩ **suprantamà**.
*It is very **understandable** to me.*

Misioniẽriškas dárbas **yrà dãromas** visamè pasáulyje.
*Missionary work **is being done** in the whole world.*

Activities

Formation

Form the present passive participle from the following verbs to the indicated forms.

Verb	Masc. Singular	Fem. Singular	Verb	Masc. Plural	Fem. Plural
1. matýti			2. myléti		
3. važiúoti			4. stovéti		
5. váikščioti			6. patvìrtinti		
7. válgyti			8. atstováuti		
9. žiūréti			10. atsistóti		
11. kalbéti			12. parašýti		
13. tarnáuti			14. dúoti		
15. mókyti			16. žyméti		

Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check youranswers.

1. Paláimink, kàd mẽs bũtume dvãsios ***vedamà.**

   *Bless that we will be **led** by the Spirit.*

2. Prãšome tavęs padéti mũsų ***mókomas** besìdomintiesiems.

   *We ask Thee to help the investigators we are **teaching**.*

3. Ánglų kalbõs kùrsai bùs ***pràvedamos** bažnýčioje.

   *English courses will be **held** at the church.*

4. Mormòno Knygà yrà ***nemókamas** knygà.

   *The Book of Mormon is a **free** book.*

5. Mãno ***mylíma** bróliai ir sẽserys . . .

   *My **beloved** brothers and sisters . . .*

Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Šiẽ paláiminimai prieĩnamus dabař ir amžinýbėje.
2. Šiõs dóvanos gaunamóms Diẽvo valià peř maĩdą, tikėjimą beĩ dárbus.
3. Žmónės, kuriẽ įsiklaũso į̃ Krìstaus šviẽsą yrà atvedamų̃ priẽ Jézaus Krìstaus Evangèlijos.
4. Troškìmas bũti Viẽšpaties vẽdamai yrà stiprýbė.
5. Mẽs nórime padéti Diẽvo ruošiamaĩs žmonéms ateĩti pàs Jį̃.
6. Šventosè šventỹklose výkdomose šventõs apeigõs ir sudãromose sándoros.
7. “Kaĩ dárbas yrà matúojamą, jõ kokýbė geréja. Õ kaĩ dárbas yrà matúojamus ir ùž jį̃ atsiskaĩtomi, jìs geréja sparčiaũ.“ —*Prezideñtas Tòmas S. Mònsonas*

Scripture Activity

Open to the following scriptures in English and attempt translation using the present passive participle. Check your translation with the actual Lithuanian translation. What mistakes did you make? What trends do you see in the mistakes you made? Set goals and make plans to improve your use of the present passive participle.

1. Àlmos 1:2 2. Àlmos 42:4 3. Moròni 7:8 4. D&S 58:19 5. Mòzės 4:2

Translation

Translate the following sentences into Lithuanian, using the present passive participle.

1. Jesus Christ is beloved of His Father.
2. The Book of Mormon is translated into many different languages.
3. The gospel is preached to all nations, kindreds, tongues, and peoples.
4. Faith is seen in the lives of our investigators.
5. Kaunas was known as the capital of Lithuania.
6. Missionaries who strive to prepare themselves daily and seek to improve regularly will receive direction from the Holy Ghost and see blessings in their lives.

Scripture Activity

Read Alma 6 and make a list of the present passive participles that you find. Make note of their plurality, gender, and case.

Translation Switch

Have one companion create a sentence in English that would use the present passive participle. The other companion should then translate the first companion's sentence. Switch and repeat this exercise a few times until the structure of the present passive participle in sentences becomes easier to create.

Present Active Participle

Examples

Apeigà yrà šventà ceremònija, arbà rituãlas, **paródanti**, jóg sudãrėme sándorą sù Dievù.	An ordinance is a sacred ceremony or rite that **shows (is showing)** that we have entered into a covenant with God.
Skaitýkite Mormòno Knỹgą ir apmąstýkite jojè **ẽsančią** žinią apiẽ Jézų Krìstų.	Read the Book of Mormon and ponder the message **contained (being contained)** in her about Jesus Christ.
Peř apreiškìmą Viẽšpats teĩkia individuãlų vadovãvimą kiekvienám tõ **síekiančiam** ãsmeniui, kurìs tìki,atgailáuja ir paklūsta Jézaus Krìstaus Evangèlijai.	Through revelation, the Lord provides individual guidance for every **person who seeks it (seeking person)** and who has faith, repents, and is obedient to the gospel of Jesus Christ.

Explanation

The present active participle is used as an adjective to describe a noun doing an action. It does not matter when the action was performed, as long as it was performed in the present tense relative to the time frame in which you are speaking. See the English examples below.

Examples

the **sitting** man
the **chatting** women
the **listening** children

Formation of Present Active

Present active participles are formed by conjugating verbs to the **third person** *(jìs/jì/jiẽ/jõs)* **present tense** form, then dropping the final letter and adding the appropriate ending.

Past Active Participle

	Masculine	Feminine
Singular	-antis	-anti
Plural	-antys	-ančios

Note: If the last letter in the conjugated verb is an **'i,'** then replace the **'a'** above with **'i.'**

Examples

Infinitive	3rd Person Present Form	Drop	Add	Past Active
sėdėti *to sit*	sėdi	~i	**~intis** **~inti** **~intys** **~inčios**	sėdintis sėdinti sėdintys sėdinčios sitting
sèkti *to follow*	sekà	~a	**~antis** **~anti** **~antys** **~ančios**	sẽk**antis** sẽk**anti** sẽk**antys** sẽk**ančios** following
gyvénti *to live*	gyvẽna	~a	**~antis** **~anti** **~antys** **~ančios**	gyvẽn**antis** gyvẽn**anti** gyvẽn**antys** gyvẽn**ančios** living

Present Active Case Endings

Because participles act like adjectives, they must agree with the nouns they describe in number, case, and gender. Below is a chart of how the present active participle endings decline.

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nominative	-antis, -ąs	-antys, -ą	-anti	-ančios
Genitive	-ančio	-ančių	-ančios	-ančių
Dative	-ančiam	-antiems	-ančiai	-ančioms
Accusative	-antį	-ančius	-ančią	-ančias
Instrumental	-ančiu	-ančiais	-ančia	-ančiomis
Locative	-ančiame	-ančiuose	-ančioje	-ančiose

***Note:** If the last letter in the conjugated verb is an **'i,'** then replace the **'a'** above with an **'i.'**

Examples

Ar̃ jũs ẽsate **nórintis** pasikrìkštyti?
*Are you **willing** to be baptized?*

Mẽs kártu sù rùsų **kalbančiais** misioniẽriais susitìksime sù Denìsu šį̃ vãkarą.
*We will meet with Denis tonight with the Russian-**speaking** missionaries.*

Mẽs tùrime daũg **dãrančių pãžangą** besidominčiujų.
*We have a lot of **progressing** investigators.*

Present Active Reflexive

The reflexive particle ***-s*** is added to the end of the simple participle in the singular and ***-si*** to the plural. In the masculine singular there is an ***-i-*** inserted between the particle and the final ***-s*** of the participial ending so that two s's will not be together.

gìrtis *to brag*			
Nominative Singular		**Nominative Plural**	
Masculine	Feminine	Masculine	Feminine
gìriantisis	*gìriantis*	*gìriant*	*gìriančiosi*

Note: If the verb has a prefix, then the reflexive particle *-si-* is inserted after the prefix, but before the root of the verb. All of the cases of the participle may be used (e.g., masc. nom. sing. *besisùkęs*, masc. gen. sing. *besisùkusio*, masc. dat. sing. *besisùkusiam*).

Activities

Conjugation

From the following verbs, form the present active participle in the directed cases. Check your answers.

Verb	Masculine Singular	Feminine Singular	Verb	Masculine Plural	Feminine Plural
		Nominative			
plepéti	_____	_____	myléti	_____	_____
važiúoti	_____	_____	stovéti	_____	_____
		Genitive			
váikščioti	_____	_____	patvìrtinti	_____	_____
válgyti	_____	_____	atstováuti	_____	_____
		Dative			
žiūréti	_____	_____	atsistóti	_____	_____
kalbéti	_____	_____	parašýti	_____	_____
		Accusative			
tarnáuti	_____	_____	dúoti	_____	_____
mókyti	_____	_____	žyméti	_____	_____
		Instrumental			
šókti	_____	_____	aptaĩti	_____	_____
miegóti	_____	_____	išmókti	_____	_____
		Locative			
dainúoti	_____	_____	pabandýti	_____	_____
matýti	_____	_____	atsiprašýti	_____	_____

Matching

Match the nouns with the correct participle in each column. Check your answers.

1.	pranašáujantis	būdù	5.	tùrinčio	móterys	9.	dìrbančiu	apeigõs
2.	atitìkančiu	žmonéms	6.	kaĩbančios	saváitę	10.	pasitáikančiose	žmoniũ
3.	įtìkinanti	prãnašas	7.	ẽsančius	kláusimus	11.	mãnančių	misioniẽriumi
4.	paklùstantiems	Diẽvo galià	8.	ateĩnančią	asmeñs	12.	gelbstinčios	situãcijose

Conjugation

Change the following verbs into present active participles of the indicated case.

Infinitive Verb	Masc. Sing.	Fem. Sing.	Infinitive Verb	Masc. Plural	Fem. Plural
1. noréti *(Locative)*			2. sakýti *(Genitive)*		
3. galvóti *(Genitive)*			4. ieškóti *(Nominative)*		
5. skambéti *(Instrumental)*			6. naudóti *(Dative)*		
7. išeĩti *(Nominative)*			8. dúoti *(Locative)*		
9. bandýti *(Dative)*			10. noréti *(Accusative)*		
11. jaũsti *(Accusative)*			12. darýti *(Instrumental)*		

Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Asmuõ ***tùrint** Melchizedèko kunigỹstę gãli dúoti kunigỹstės paláiminimą.
   *A person **having** the Melchizedek Priesthood can give a priesthood blessing.*
2. Mẽs visì nórime žengtì keliù, ***vẽsančiu** ĩ ámžinąjį gyvẽnimą.
   *We all want to walk by the means of the path **leading** to eternal life.*
3. Blõgą ***galvóti** žmogùs neturẽs dvãsios sù savimì.
   *A person **thinking** of evil will not have the Spirit with him.*
4. Mũsų ***mýlinti** Dañgiškasis Tévas visadà kalba pranašáms.
   *Our **loving** Heavenly Father always speaks to prophets.*
5. Tìk výrai ***tùrėjantys** Diẽvo įgaliójimą gãli krìkštyti Jõ vardù.
   *Only men **having** God's authority can baptize in His name.*
6. Draugè ***gyvẽninčios** põros tùri arbà gyvénti atskiraĩ arbà susituõkti jéigu nóri pasikrìkštyti.
   *Couples **living** together have to either live seperately or get married if they want to be baptized.*
7. Mormòno Knygà tùri ***gýdantį** gãlią pamaitìnti alkstančias pasáulio dvasiàs.
   *The Book of Mormon has **healing** power to feed the hungering souls of the world.*

Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Jézus Krìstus pàėmė pasáulio skausmùs, slegiantis žmoniũ vaikùs.
2. Mẽs stropiaũ dìrbsime atėjančią saváitę.
3. Mormòno Knygà teĩkia žmonéms gausýbę Bìbliją rẽmiančiais doktrìnų.
4. Bažnýčią lañkantys besidõmintieji jaũs Diẽvo dvãsią kẽliančioje itaką.
5. Diẽvas vès jùs pàs žmónes, nórintį priiñti evangèliją.
6. Diẽvas visadà padẽs strõpiai dìrbinčiam misioniẽriui.
7. Kaĩ tùrite tìkrąją méilę, jũs matýsite kitùs žmónes kaĩp Diẽvo vaikùs, tùrintius begalìnį potenciãlą.

Fill In the Blank

Fill in the blank of the following scripture or *Preach My Gospel* sentence with the correct form and declension of the present active participle. Check your answers.

1. „Ramýbė šiamė pasáulyje iř ámžinasis gyvẽnimas _____ pasáulyje.“ (D&S 59:23)
   (in the coming)
2. Eĩkite „skelbdamì didžiaĩ džiaugsmìngą gẽrąją naujíeną, bũtent _____ Evangèliją.“ (D&S 79:1)
   (never-ending)
3. Aptařkite, kã réiškia bũti sėkmìngai _____ misioniẽriumi.
   (working)
4. Mókymasis yrà džiaũgsmas, _____ daũg paláiminimų.
   (providing)
5. Àš gavaũ láišką ìš _____ tėvų̃.
   (loving)
6. Šventóji Pãžado Dvasià liùdija Tévui, kàd _____ ãpeigos bùvo àtliktos.
   (saving)
7. Rãštuose yrà daũg pavyzdžių apiẽ misionieriùs, kuriẽ mókė _____ Diẽvo.
   (not believing)

Participle Chase

Challenge your companion to see who can find and write down the most examples of the present active participle in the Book of Mormon in 60 seconds. Once the 60 seconds are up, translate each other's participles into English.

Participle Challenge

See who can write a sentence that could be used when teaching the first lesson with the most present active participles.

Present Tense Gerund

Examples

Prãnašui kaĩlbant, àš jaučiaũ dvãsią.	**While the prophet spoke,** I felt the Spirit.
Gíedant gíesmes, àš jaučiù dvãsią.	**While singing** hymns, I feel the Spirit.
Jám dìrbant rytój, jì pasilìks namiẽ.	**While he works** tomorrow, she will stay home.

Explanation

The SAAP participle is used when there is ***one subject*** doing ***two things*** at the same time. Similarly, the present tense gerund is used to express ***two subjects*** doing ***two separate things*** at the ***same time***. For example, "While the prophet spoke, I felt the Spirit." There are two subjects ("the prophet," "I") and two verbs ("spoke," "felt").

Note that the name present tense gerund can be misleading because the present tense gerund is not only used in the present tense. See the examples above. The first is in past tense ("I *felt*"—*jaučiaũ*), the second is in present tense ("I *feel*"—jaučiù), and the third is in future tense ("she *will stay*"—*pasilìks*), but all use the present tense gerund. The present tense gerund simply means that both actions are done *at the same time*. The past tense gerund, on the other hand, means that two actions are done at different times, as will be explained later.

Formation of the Present Tense Gerund

Present tense gerunds are formed by:

- Conjugating verbs to the **third-person** *(jìs/jì/jiẽ/jõs)* **present tense** form (dìrbti → dìrba, girdéti → giřdi etc.).
- Dropping the final vowel.
- Adding the appropriate ending (-ant/-int) (dirba + ant = dìrbant, girdi + int = giřdint).

The subject of the verb in the present tense gerund is put in dative case.

Conjugation	Verb	Ending
1st	-ti -auti -uoti -oti *(sometimes)*	-ant
2nd	-ėti	-int
3rd	-yti -oti *(sometimes)*	-ant

Infinitive	3rd-Person Present Form	Drop	Add	Present Tense Gerund
gyvénti *to live*	gývena	~a	~ant	gyvẽn**ant**
stovéti *to stand*	stõvi	~i	~int	stóv**int**
matýti *to see*	mãto	~o	~ant	mãt**ant**

Examples

Jám ẽsant silpnám àš paláiminau jį̃.
***While** he was **weak**, I blessed him. (D&S 35:17)*

Džòzefui skaĩtant Bìbliją, Dvasià jám kalbėjo.
***While** Joseph **read** the Bible, the Spirit spoke to him.*

Note: *Bûti* will conjugate differently for this gerund. For example, to say, "While I am here, you read," one would say, *Mán čià ẽsant, tù skaitaĩ.*

Gerunds without a Subject

Sometimes a gerund will appear without a subject. In this case, the gerund denotes that the action or situation is incidental to the action of the main verb.

Examples

Mókant pamokõs, misioniẽriai tùri bûti susikaũpę.
***While teaching** a lesson, missionaries need to be focused.*

Tiẽsą **sãkant**, àš nežinaũ ką darýti.
***To tell** the truth, I don't know what to do.*

Reflexive Verbs

When forming a present tense gerund from a reflexive verb, simply add ***-is*** to the end. For example, *kaĩlbant* becomes *kaĩlbantis, meĩldžiant* becomes *meĩldžian**tis***, etc.

When the verb has a prefix, the ***-is*** is removed and ***-si-*** is placed after the prefix, before the stem of the word. For example: *pa**si**meĩldžiant, be**si**kaĩlbant,* etc.

Examples

Misioniẽriams dažnaĩ **meĩdžiantis**, Dvasià juõs vẽda.
*As the missionaries **pray** often, the Spirit leads them.*

Besìdominčiajam jaũčiantis Šventąją Dvãsią, misioniẽriai gãli liùdyti.
*As an invesigator **feels** the Spirit, the missionaries can testify.*

Note: It is important to note that the reflexive present-tense gerund *looks* and *sounds exactly* the same as the present active participle, but they are **not** the same. Do not confuse the two.

Activities

Formation

Form the present tense gerund from the following verbs. Check your answers.

Verb	Present Tense Gerund	Verb	Present Tense Gerund
1. plepéti		2. myléti	
3. važiúoti		4. stovéti	
5. váikščioti		6. patvìrtinti	
7. válgyti		8. atstováuti	
9. žiūréti		10. atsistóti	
11. kalbéti		12. parašýti	
13. tarnáuti		14. dúoti	
15. mókyti		16. bũti	
17. šókti		18. aptařti	
19. miegóti		20. išmókti	
21. dainúoti		22. pabandýti	
23. matýti		24. atsiprašýti	

Scripture Activity

Identify the subjects and actions found in each of the following verses. Check your answers.

Scripture	Subject 1	Action(s) 1	Subject 2	Action(s) 2
Aštuonių Liudytojų Liudijimas				
1 Nèfio 1:6				
Mòzijo 15:24				
Álmos 32:4				
D&S 101:54				
Džòzefas Smìtas—Istòrija 1:57				

Fill In the Blank

Fill in the blanks with the given words after putting them in present-tense gerund form. Check your answers.

1. Sàvo pórininkui _____, gẽras misioniẽrius visadà žiurì į besìdomintjjį.
   (teaching)
2. _____ _____ rãštų ìštrauką, misioniẽriai niekadà neturétų kalbéti tarpùsavyje.
   (Investigator, fem.) *(reading)*
3. Šventóji Dvasià visadà liùdys, _____ _____.
   (missionaries) *(teaching)*
4. _____ mũsų šìrdį Viẽšpačiui mẽs labiaũ suprañtame Jį̃ ir Jõ plãną.
   (Opening)
5. _____ _____ krìkštui, bažnýčios nariaĩ prìima ir remà jį̃.
   (Investigator, masc.) *(preparing)*
6. _____ naujíems bažnýčios nariáms yrà labaĩ svarbù įtráukti skỹriaus nariùs.
   (Helping)

Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. ***Gáunint** apreiškìmą žmogùs tùri bũti jautrùs dvãsiai.
   ***Receiving** revelation, one needs to be sensitive to the Spirit.*
2. ***Mãtome** Diẽvo paláiminimus mũsų gyvẽnime pàdeda mūms bũti dėkingesníems.
   ***Seeing** God's blessings in our lives helps us to feel more grateful.*
3. ***Kalbéti** sù misioniẽriais àš tapaũ daũg laimingènsnis.
   *While **speaking** with the missionaries, I became a lot happier.*
4. Jézui ***tarnáuja** žmonéms Jerùzalėje, Nèfis tarnãvo žmonéms Amèrikoje.
   *While Jesus was **serving** the people in Jersusalem, Nephi was serving the people in America.*
5. ***Žiūriù** prõ lángą àš pamačiaũ vyresniúosius.
   *While **looking** through the window, I saw the elders.*
6. ***Válgint** namuosè àš prisìminiau jóg mẽs tùrime užsakýti daugiaũ Mormòno Knỹgų.
   *While I was **eating** at home, I remembered that we need to order more copies of the Book of Mormon.*
7. Karãlius Lamònis stipriaĩ jaũtė Šventósios Dvãsios įtaką, Amónui ***móko** išgélbėjimo plãno.
   *King Lamoni felt the influence of the Holy Ghost strongly as Ammon **taught** him the plan of salvation.*

Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Mókau Dovilę àš iř màno pórininkas jaũtėmės vienìngi.
2. Išėjaũ ìš bažnýčios àš pamačiaũ jóg màno autobùsas jaũ pravažiãvo.
3. Džòzefui Smìtui melsiant, Šėtõnas pabañdė jám sustabdýti.
4. Ràsti tiẽsą mũsų gyvẽnimuose padãro dìdelį skìrtumą mũsų kasdienìniuose gyvẽnimuose.
5. Jaučiaũ Šveñtąją Dvãsią mẽs dažniaũ dãrome gerùs pasirinkimùs.
6. Susitiñkame sù misioniẽriais padãrė manè daũg laimingesniù iř pozitỹvesniu.
7. Diẽvas visadà padẽs mùms, mẽs sténgiamės atlìkti Jõ vãlią.
8. Kalbėjant sù Bróliu Kazláusku àš suprataũ jóg jám yrà reikalìnga mũsų pagálba.
9. Vadováuti misioniẽriams àš pradėjaũ geriaũ supràsti mũsų Gélbėtoją.

Multiple Choice

Circle the correct answer for each question. Check your answers.

1. _____, kàd jūsų besidomintỹsis pasikrìkštytų jūs tùrite juõs myléti ir̃ geřbti.
   - **A.** Nórint
   - **B.** Nórant
   - **C.** Mùms nórint
   - **D.** Nórite

2. _____ skùndžiantis, Nèfis surãdo būdą atlìkti Viẽšpaties įsãkymų.
   - **A.** Lamãnas ir Lemuèlis
   - **B.** Lamãno ir Lemuèlio
   - **C.** Lamãnui ir Lemuèlui
   - **D.** Lamãną ir Lemuèlą

3. Jùms _____ besìdomintiesiems, àš rašýsiu rajòno knỹgoje.
   - **A.** skam̃binti
   - **B.** skam̃binant
   - **C.** skambékite
   - **D.** skambétų

4. Àš grósiu pianinù, chòrui _____.
   - **A.** dainúotų
   - **B.** dainúojant
   - **C.** dainúoti
   - **D.** dainúoja

5. _____ kitíems àš stipriaũ jaučiù Gélbėtojo méilę.
   - **A.** pàdedant
   - **B.** pàdedu
   - **C.** padėčiau
   - **D.** pàdedame

6. _____ gatvė àš pamačiaũ Elvỹrą.
   - **A.** eĩtum
   - **B.** eĩkime
   - **C.** eĩnate
   - **D.** eĩnant

Translation

Translate the following sentences on another piece of paper using the present tense gerund. Check your answers.

1. While being in church, I feel closer to Heavenly Father.
2. Christ forgave others as they crucified Him.
3. To tell the truth, I do not know how to answer your question.
4. Jurgita will invite her friends to meet with the missionaries as you *(formal)* encourage her.
5. As I read this scripture, pay attention to how you *(formal)* feel.
6. God blesses you *(informal)* as you keep the commandments.
7. Before we leave, could we pray?
8. While helping others, I feel the Savior's love more strongly.
9. In building our relationship with Heavenly Father, we need to pray often.

Sentence Formation

Using the words below, create nine sentences that incorporate the present tense gerund. Check your answers.

1. bũti
2. turéti
3. darýti
4. sakýti
5. eĩti
6. žinóti
7. naudóti
8. galvóti
9. dúoti

Past Tense Gerund

Examples

Džòzefui pasimeĩdus, jám apsiréiškė Tévas iř Sūnùs.	**After Joseph prayed,** the Father and the Son appeared to him.
Mùms išvỹkus, ař jūs ãsmeniškai pasimeĩsite?	**After we leave**, will you personally pray?
Misioniẽriams dãvus mán Mormòno Knỹgą, àš jã skaičiaũ.	**After the missionaries gave** me a Book of Mormon, I read it.

Explanation

The *present* tense gerund describes ***two subjects*** doing ***two separate things*** at the ***same time***. The *past* tense gerund describes ***two subjects*** doing ***two separate things*** at ***different times.***

The verb that is in the past-tense gerund form occurs *before* the rest of the sentence. In the first example above, *first* Joseph prays, and *then* the Father and the Son appear. Again, the name *past tense gerund* does *not* mean the action must happen in the past; it simply means that it happened *before* the other action.

Formation of the Past Tense Gerund

Past tense gerunds are formed by:

- Conjugating the verb to the **third-person** *(jìs/jì/jiẽ/jõs)* **past tense** form (dìrbti → dìrbo, girdéti → girdéjo etc.).
- Dropping the final vowel.
- Adding the ending (-us) (dìrbo + us = dìrbus, girdéjo + us = girdéjus).

The subject of the verb in the past tense gerund is put in dative case.

Infinitive	3rd-Person Past Form	Drop	Add	Past Tense Gerund
áugti *to grow*	áugo	~o	~us	**augùs** *having grown*
išeĩti *to leave*	išẽjo	~o	~us	**išẽjus** *having left*
skaitýti *to read*	skaĩtė	~ė	~ius*	**skaĩčius*** *having read*
bendráuti *to converse*	bendrãvo	~o	~us	**bendrãvus** *having conversed*

Note:** Occasionally an **'i'** is added before the ***-us ending. This is done for ease of speaking and must be learned individually, word by word.

*Here the **'t'** becomes **'č'** because of the spelling rule.

Examples

"Dabař bùvo taĩp, kàd **Álmai baĩgus** kalbéti šiuõs žodžiùs, žmónės pradėjo dár labiaũ stebėtis." (Almos 12:19)
*Now it came to pass that **after Alma finished** speaking these words, the people began to be more astonished.*

Mán liùdijus, mãno pórininkas taĩp pàt liùdys.
***After I testify,** my companion will also testify.*

Gerunds without a Subject

Sometimes a gerund will appear without a subject. In this case, the gerund denotes that the action or situation is incidental to the action of the main verb.

Example

Susiřgus, reĩkia kreĩptis pàs gýdytoją.
After falling ill, *you must go to the doctor.*

Reflexive Verbs

When forming a past tense gerund from a reflexive verb, simply add ***-i***s to the end. Therefore, *kalbė̂jus* becomes *kalbė̂jus**is***, méldus becomes *meĩdus**is***, etc.

When the verb has a prefix, the ***-is*** is removed and ***-si-*** is placed after the prefix, before the stem of the word. For example: *pa**si**meĩdus, be**si**kalbė̂jus.*

Examples

Meĩdžiantis, yrà svarbù kreĩpti dėmesį į̃ tái kaĩp jūs jaũčiatės.
While praying, *it is important to pay attention to how you feel.*

Jám **besikalbė́jus** sù víenu žmogumì, kìtas žmogùs jį̃ užkálbino.
*While **talking** with one person, another person started speaking to him.*

Activities

Formation

Form the present tense gerund from the following verbs. Check your answers.

Verb	Past Tense Gerund	Verb	Past Tense Gerund
1. nèšti		2. padarýti	
3. važiúoti		4. suteĩkti	
5. pažìnti		6. patvìrtinti	
7. sužinóti		8. atstováuti	
9. žiūréti		10. skaitýti	
11. kalbéti		12. parašýti	
13. tarnáuti		14. dúoti	
15. mókyti		16. bū̃ti	
17. turéti		18. aptaĩrti	
19. matýti		20. išmókti	
21. girdéti		22. pabandýti	
23. pasakýti		24. gáuti	

Scripture Activity

Identify the subjects and actions found in each of the following verses. Check your answers.

Scripture	Subject 1	Action(s) 1	Subject 2	Action(s) 2
1 Nèfio 7:16				
Mòzijo 3:3				
Álmos 12:19				
Álmos 22:1				
Álmos 52:31				
Moròonio 7:26				

Fill In the Blank

Fill in the blanks using the present-tense gerund form. Check your answers.

1. Džòzefui _____ Bìbliją, atẽjo mintìs pasimeĩsti.
   (having studied)
2. Vyresniájam _____, pamokà prasidėjo.
   (having prayed)
3. Misioniẽriai norėjo pakláusti ař Antãnas nóri pasikrìkštyti, jám _____ eilùtę.
   (having read through)
4. _____ atẽjus, mẽs pradėsime apýgardos susirinkìmą.
   (The sisters)
5. Akvìlėi _____ sù misioniẽriais, jõs draugaĩ norėjo sužinóti kodẽl.
   (having met)
6. Lèhio sūnùms _____ ĩ Jerùzalę, bùvo sukùrtas plãnas kaĩp gáuti plokštelès ìš Labáno.
   (having arrived)
7. Jézui prisikėlus, _____ _____ netikėjo móterimis.
   (all the Apostles)

Common Errors

Figure out why each sentence is wrong and how it should be corrected. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Check your answers.

1. Žmónės mãnė, kàd ***põ vanduõ** baseinė sujudėjus, pirmàsis į̃ jã įlìpęs žmogùs pagỹs.
   *The people thought that, the **water** in the pool having moved, the first person to get in it would be healed.*
2. Berniùkui ***atẽjęs,** piktóji dvasià prìvertė jį̃ pùlti añt žẽmės ir̃ baĩsiai blaškýtis.
   *The boy **having come,** the evil spirit forced him to fall on the ground and terribly thrash around.*
3. Marìjai nebùvo lengvà keliáuti į̃ Betliẽjų, nès ***netrùkusai** turéjo gìmti jõs vaikẽlis.
   *It was not easy for Mary to travel to Bethlehem, for **having not a long time,** her baby should be born.*
4. Bažnýčiai išléidus naujàs šiõs sèrijos knygàs, ***jùms** gãlite naudóti jàs mókyti bažnýčioje.
   *The Church having published the new books of this series, **you** can use them to teach in church.*
5. ***Praẽjusi** diẽnai, naũjas prãnašas išsãkė dù kvietimùs.
   *A day **having gone by,** the new prophet gave two invitations.*
6. ***Džòzefui mãčius** Diẽvą ir̃ Jézų Krìstų, jìs kalbéjo sù sàvo mótina apiẽ sàvo vìziją.
   ***Having seen** God and Jesus Christ, Joseph talked with his mother about his vision.*
7. Apãštalams ***mìrusiems,** tikróji evangèlija pradėjo keĩstis.
   *The Apostles **having died,** the true gospel began to change.*

Error Correction

Each sentence has one or more errors. Write down or say the correct form of the sentence and check your answers with those in the answer key.

1. Gimnãzija pasibaĩgus, sù sàvo grupė, “Hunter’s Croonaders”, Prezideñtas Hòvardas V. Hùnteris grójo Rãmiojo vandenýno kruizė.
2. Diẽvui sugrąžìnus tìkrąją evangėliją, pasáulis galétų vẽl džiaũgtis tiesà.
3. Adõmui ir̃ Iẽvai paragãvo ùždraustojo vaĩsiaus, Diẽvas turéjo išvýti juõs ìš Èdeno Sõdo.
4. Jùms mãčius didẽlė, šlovìnga vìzija ìš Diẽvo, kàs pasikeĩstų jũsų gyvẽnime?
5. Mártinui Harisuì prarãdus šim̃tas šešióliką pùslapių, Džòzefas Smìtas jáučius kàd jìs yrà Diẽvo àtmetamas.
6. Džòzefui Smituì ir̃ Haìrumui Smituì mìrusiems, Brìgamas Jangàs sù dvilika apãštalų kvòrumu pradėjo vèsti bažnýčiai.
7. Vyresniájam Hansenuì ištikimaĩ tarnãvus mìsiją, ir̃ sugrįžo nãmo, Šėtõnas labaĩ norėjo jám pakliudýti.

Translation

Translate the following sentences into Lithuanian. Check your answers.

1. The investigator having arrived at church, the missionaries greeted him.
2. The missionaries travel to Lithuania, nine weeks having gone by at the MTC.
3. Jesus having been baptized, His ministry began.
4. Sister Johnson having finished playing the hymn, President Skliutas stood up to begin sacrament meeting.
5. The month having ended, our investigator will have to find another job.
6. "And it came to pass that when Amulek had spoken these words the people cried out against him." (Alma 10:28)

Past Gerund Jungle Jumble

Challenge your companion to see who can include the most past tense gerunds while telling the Joseph Smith story in less than three minutes. Gerunds with a jungle reference count as three past tense gerunds!

District Telephone

Get together with your district (ideally, having four missionaries works best for this activity). After arranging everyone in a circle, the first missionary will write a noun in dative case. He or she then folds the paper, so that the noun cannot be seen, and hands it to the next missionary. The second missionary will then write a verb in the past tense gerund, fold the paper, and give it to the next missionary. The third writes a noun in nominative, and the fourth writes a verb in any tense he or she wants. Then the sentence is read. Hopefully it makes sense. This is a great activity for practicing verbs in the past tense gerund, as well as expanding vocabulary.

Review: Narrating and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating Experiences and Telling Stories

- Accusative Case
- *Kuris*
- Special Adverbial Active Participles (SAAP)
- Reflexive Verbs
- Past Passive Participle
- Past Active Participle
- Present Active Participle
- Present Passive Participle
- Present Tense Gerund
- Past Tense Gerund

Activities

Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 11 errors in it. Check your answers.

> Põ šimtmečius trùkusios dvãsinės tamsýbės, tiesõs íeškantis výrai iř móterys ẽmė protestúoti priẽš tuometìnę relìginę prãktiką. Jiẽ suvókė, jóg daugumà doktrìnų beĩ Evangèlijos apeigũ bùvo pàkeistas ař praràsti. Jiẽ ieškójo ryškèsnės dvãsinės šviẽsos, daũg kàs kalbéjo apiẽ būtinýbę sugrąžìnti tiẽsą. Tačiaũ jiẽ neskélbė Diẽvo pašaũkti pranašaĩs. Jiẽ tìk sténgė reformúoti, jũ mãnymu, pàkeistos ař iškraipýtos mókymus iř prãktikas. Dẽl jũ pastangũ bùvo įkũrė daũg protestántiškų bažnýčių. Šiõs reformãcijos rezultãtas bùvo padidéjusį relìginės láisvės akcentãvimas, atvérusią kẽlią galutìniam sugrąžìnimui.
>
> *After centuries of spiritual darkness, truth-seeking men and women protested against current religious practices. They recognized that many of the doctrines and ordinances of the gospel had been changed or lost. They sought for greater spiritual light, and many spoke of the need for a restoration of truth. They did not claim, however, that God had called them to be a prophet. Instead, they tried to reform teachings and practices that they believed had been changed or corrupted. Their efforts led to the organization of many Protestant churches. This Reformation resulted in an increased emphasis on religious freedom, which opened the way for the final Restoration.*

Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the six errors in it. Check your answers.

> Kaĩ vertì atsiveřtusieji pakrìkštijamos, jiẽ patvìrtinamas Bažnýčios nariaĩs iř jíems suteĩkiamos Šventósios Dvãsios dovanà. Šìs patvìrtinimas įvỹksta vadováujantis výskupą arbà skỹriaus prezideñtui sakrameñto susiriñkime netrùkusi põ krìkšto. Nórs šiàs ãpeigas šíek tiẽk skìria laĩkas, patvìrtinimas papìldo iř užbaĩgia krìkštą.
>
> *After worthy converts are baptized, they are confirmed members of the Church and the gift of the Holy Ghost is conferred upon them. This confirmation occurs under the direction of the bishop or branch president in a sacrament meeting soon after the baptism. While the two ordinances are separated by a brief time, confirmation complements and completes baptism.*

Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 14 errors in it. Check your answers

> Taĩp prasidėjo pranašų̃ Evangèlijos laikótarpiai, kurìs sudãro didžióji daliẽs rašýtinės Sẽnojo Testameñto istòrijos. Dañgiškasis Tévas apréiškė Sàvo Evangèliją tiesiógiai bendráudami sù pranašaĩs, tokiaĩs kaĩp Nõjus, Abraõmas iř Mõzė, kurių̃ mókė žmónių.Diẽvas kiekvienaĩs pranašaĩs pàšaukė pradéti naũją Evangèlijos laikótarpį, kuriuõs bùvo sugrąžìntos kunigỹstė. Kiekvienám ìš šių̃ pranašų̃ Diẽvas sùteikė kunigỹstės įgaliójimą iř apréiškė amžinąsia tiesõs. Dejà, kiekvienamè Evangèlijos laikótarpyje žmónės galiáusiai pasinaudódavo sàvo laisvà valià neteisìngai, riñkdamas nepriiñti Evangèlijos iř atsimesdamà.
>
> *Thus began the pattern of prophetic dispensations that makes up much of the recorded history of the Old Testament. Heavenly Father revealed His gospel through direct communication to prophets such as Noah, Abraham, and Moses, who taught people. Each prophet was called by God to begin a new dispensation of the gospel in which was restored the priesthood. To each of these prophets, God granted priesthood authority and revealed eternal truths. Unfortunately, in each dispensation people eventually used their agency incorrectly, choosing to reject the gospel and falling into apostasy.*

Translation

Translate the following sentences into Lithuanian. Check your answers.

1. While you are a missionary, you can receive revelation for your investigators.
2. The opposite of humility is pride, which is condemned in the scriptures.
3. We hope that every missionary learning a new language will learn it as well as possible.
4. I read the Book of Mormon every day.
5. After many years, our loving Heavenly Father again established His gospel on the earth.
6. Notice how your feelings change as time goes on.
7. For until now, while traveling in the wilderness, the Lord did not allow us to create much fire. (1 Nefio 17:12)
8. When people keep the commandments, their testimony of the gospel will grow because they have a broken heart and a contrite spirit.
9. The priesthood authority was restored in the year 1829.
10. Missionaries should search for people who want to know the truth.
11. The envelope is given to a member of the bishopric.
12. Your power and authority should be evident as you work and teach.
13. If she will pray sincerely, with real intent, believing in Christ, she will receive an answer.
14. While studying, write down questions that need to be answered [which there is a need to answer].
15. You should serve because you love your brothers and sisters and because you hope, pray, and sincerely desire to teach them the restored gospel.
16. Throughout my mission, I want to help as many people as possible.
17. Now after I had said these words, they were still angry and continued to murmur. *(1 Nefio 4:4)*
18. During district meeting, you can share any thoughts that arose while studying.
19. And now, if Adam had not transgressed, he would not have fallen, but remained in the Garden of Eden. *(2 Nefio 2:22)*
20. When you teach the commandments, be prepared to share the Lord's given promises from the scriptures.
21. Believing in Jesus Christ and firmly hoping to receive eternal life, you will find that God's laws become directions to a joyful life.

22. We always pray to God so that we would be led by Him.
23. Did we exist before birth?
24. In zone conference, invite missionaries to talk about the attributes of Christ they notice in their companions and which they admire.
25. After my baptism I felt like I wanted to do good everywhere and to everyone.
26. Oh, that I would have been able to keep that same spirit and that same sincere desire in my heart every moment of life.
27. Teaching the truths of the gospel, the Spirit is necessary, for it develops the faith of others.
28. When the time came, the plates were given to Joseph Smith.
29. Zone conference is prepared under the direction of the mission president.
30. One day, all people will know the covenants which God has made with them.
31. We all have to be baptized by immersion so that our sins would be forgiven.
32. A prophet is a person called of God, speaking in His name.
33. Nephi was compelled to speak to his brothers according to the word of God.
34. While studying the scriptures, find verses that will best help your investigators.
35. What are my duties helping others to convert?
36. We try to help all of our investigators preparing for baptism.
37. Missionaries who try to prepare every day and improve regularly will be led by the Holy Ghost.
38. As your understanding of Jesus Christ's Atonement grows, your desire to share the gospel will also grow.
39. If missionaries will remember the words used in a lesson, they will be better prepared to speak in a coming lesson.

Identify

In the following paragraph, underline all of the participles and gerunds. Make a list of the underlined words. Then, for each, translate the word, identify the type of participle or gerund (past passive, present active, etc.) it is, and specify its gender, number, and case.

> Visì gyvẽnantys žẽmėje patìrs fizinę miřtį, tačiaũ Jėzus Krìstus ǰveikė fizinės mirtiẽs kliũtį dẽl mũsų. Jám mìrus añt krỹžiaus, Jõ dvasià atsiskýrė nuõ kũno. Praẽjus trìms dienóms, Jõ dvasià iř kũnas susiviẽnijo ámžiams, kàd daugiaũ niekadà neatsiskirtũ. Įveĩkęs miřtį, Jìs pasiródė daugýbei tìkinčių žmoniũ, léisdamas jíems pamatýti iř liùdyti, kàd Jõ kũnas yrà nemirtìngas, padarýtas ìš mėsõs iř káulų. Kũno iř dvãsios susijungìmas vadìnamas prisikėlimù, iř taĩ yrà kiekvienám ìš mũsų pažadėta dovanà. Dẽl Jėzaus Krìstaus Prisikėlìmo bũsime prikélti iř mẽs visì, nepriklaũsomai nuõ tõ, ař šiamè gyvẽnime bùvome dãrę gerà ař blogà. Turésime tóbulą, nemirtìngą, nekiñtantį kũną ìš mėsõs iř káulų, daugiaũ nebegresiamą ligũ, skaũsmo ař mirtiẽs. Prisikėlìmas įgãlina mùs grĩžti Diẽvo akìvaizdon, kàd būtumė teisiamì, tačiaũ neužtìkrina, kàd galésime gyvénti Jõ akìvaizdoje. Kàd gáutume šĩ paláiminimą, tùrime bũti apvalýti nuõ núodėmės, peř Krìstaus neribótą apmokėjimą.

Speaking Activity

Meet with a native speaker and share a personal experience relating to one of the principles in the missionary lessons. Have him or her ask you questions to clarify anything he or she didn't understand from your story. Then have the native retell your experience in his or her own words, as if sharing it with another native. Write down the vocabulary and grammar he or she uses that are different from your own; then practice retelling those parts of your story. Set a goal to share your story with an investigator.

Writing Activity

Choose one of your favorite scripture stories. Think of an investigator or less-active member who could benefit from hearing the story. Write the story in your own words, focusing on describing the action and the sequence of events clearly. Have your companion or a native speaker check your story for correctness. Then practice telling your story to a native speaker or your companion in the role of the investigator or member you chose earlier. Get feedback on how well you used the grammar principles in this review and set goals to share the story with your investigator.

Role Play

Have your companion play the role of a new investigator. Practice telling him or her when and how you came to know that the Book of Mormon is true and that Joseph Smith was a prophet. How has your life changed since gaining that knowledge? Tell the investigator how he or she can come to know these things as well. Ask for your companion's feedback, repractice, then switch roles.

Telling Stories

Assign a topic (such as diligence, faith, teaching according to investigators' needs, or finding through members) to each missionary to practice sharing a short personal experience at district meeting. Divide the missionaries up into groups of two. Within each group of two, have one missionary tell his or her story. While one missionary is telling his or her story, the other missionary should listen carefully and then give feedback to the storyteller, suggesting ways he or she could better express his or her ideas or ask questions about any parts that were not clear. Switch and have the other missionary tell his or her story and then receive feedback. If time allows, have the missionaries rotate and share their stories again and give feedback with another missionary.

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.
44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.

45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, "Why do bad things happen to good people?"
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.
66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Lithuanian, as well as grammar terms unique to the language, can be found in different sections throughout the book.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

article

An article is a word used next to a noun to indicate what kind of reference the noun is making (definite or indefinite). The English articles are "the," "a," and "an."

case

A grammatical change in nouns, pronouns, and adjectives that reflect the function of the word in the sentence. English marks case primarily in pronouns. It has three cases: nominative (to mark the subject, for example, I, you, he, etc.), objective (to mark objects, for example, me, you him, her, etc.), and genitive or possessive (to mark possession, for example, my, your, his, her, etc.). Many languages mark all the words in the noun phrase with affixes to indicate case. Some languages have as many as fifteen or more different cases.

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

conjugation

Conjugation means changing a verb's form to show, the tense (present, past, etc.), the person of the subject (e.g., I, you, she, etc.), and the number (e.g., singular or plural).

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

gerund

In English a gerund is a verb that is modified by adding –ing to form a noun. For example, "Hiking is my favorite sport."

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., conjunctions).

phrase

A phrase is a combination of words that lacks either a subject or a verb.

possessive adjective

A possessive adjective is a word used with nouns to show possession, such as "my," "your," and "his."

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, "through the Spirit" is a prepositional phrase in which "through" is the preposition and "the Spirit" is the noun.

pronoun

Pronouns are words that replace nouns. For example, "they" instead of "the people," or "he" instead of "the man."

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

verb

Verbs express actions or states of being. For example, a person "prays," "loves," and "blesses." These are things the subject (doer of the verb) does. A person "is," "seems," and "belongs." These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

Buti (“To Be”)

A. Common Errors

1. prãnašas **2.** ẽsame **3.** bũs **4.** výras **5.** draugaĩ **6.** bũsi

B. Error Correction

1. Àš buvaũ **2.** Jìs bùvo **3.** Jũs ẽsate **4.** Jì yrà **5.** Jiẽ bùvo **6.** Tù esì **7.** Mẽs bũsime **8.** Jõs bùs

C. Fill In the Blank

1. esù, I am from a big family. **2.** ẽsame, We are members of the Church. **3.** esì, You are my friend. **4.** yrà, They are from Kaunas. **5.** ẽsate, You are Lithuanians. **6.** yrà, They are missionaries. **7.** esì, You are a student. **8.** yrà, She is a mother. **9.** ẽsate, You are a driver. **10.** yrà, He is a professor.

D. Scripture Activity

1. tù **2.** present, future **3.** nẽsate

F. Translation

1. Àš buvaũ parduotùvėje. **2.** Mẽs bùvome eilėjè. **3.** Jũs bùvote autobusè. **4.** Jìs rytój bùs mokỹkloje. **5.** Àš esù darbè. **6.** Jì yrà káime. **7.** Tù buvaĩ miestè. **8.** Jiẽ yrà namiẽ. **9.** Mẽs bũsime bažnýčioje. **10.** Tù esì gãtvėje.

Nominative Case

A. Decline

1. Bìblijos **2.** dvãsios **3.** senẽliai **4.** arkliaĩ **5.** sũnūs **6.** apãštalai **7.** kẽdės **8.** knỹgos **9.** bróliai **10.** ãkys **11.** pranašaĩ **12.** Dievaĩ **13.** sẽserys **14.** dùkros **15.** ãkmenys **16.** eilùtės

B. Masculine or Feminine?

1. Feminine *(plural)* **2.** Masculine *(singular)* **3.** Feminine *(singular)* **4.** Masculine *(singular)* **5.** Feminine *(plural)* **6.** Masculine *(plural)* **7.** Masculine *(singular)* **8.** Masculine *(singular)* **9.** Feminine *(plural)* **10.** Masculine *(singular)* **11.** Masculine *(plural)* **12.** Feminine *(singular)* **13.** Feminine *(singular)* **14.** Feminine *(singular)* **15.** Masculine *(singular)*

C. Translation

1. gyvẽnimas, gyvẽnimai **2.** mókytojas, mókytojai **3.** knygà, knỹgos **4.** nãmas, namaĩ **5.** Lietùvis, Lietùviai **6.** výras, výrai **7.** móteris, móterys **8.** autobùsas, autobùsai **9.** misioniẽrius, misioniẽriai (**Note:** misioniẽriai is an irregular plural noun ending)

D. Translation

1. Kàs yrà prãnašas? **2.** Kàs yrà Jézus Krìstus? **3.** Kàs taĩ yrà? **4.** Kàs yrà tàvo mìsijos prezideñtas? **5.** Kàs bùvo Nèfis?

E. Scripture Activity

1. àš, Viẽšpats, Diẽvas, bañgos, Viẽšpats, vařdas **2.** Jìs, šviesà, gyvýbė, šviesà, gyvẽnimas **3.** jũs, àš, àš, jõs, jiẽ, jiẽ, jiẽ

F. Translation

1. Sándora yrà pãžadas. **2.** Jézus Krìstus yrà Diẽvo Sūnùs. **3.** Džòzefas Smìtas bùvo prãnašas. **4.** Diẽvas yrà mũsų mýlintis Dañgiškasis Tévas. **5.** Mẽs ẽsame Diẽvo vaikaĩ. **6.** Mormòno Knygà yrà senóvinis mẽtraštis. **7.** Šventóji Dvasià yrà dovanà. **8.** Įsãkymai yrà paláiminimai. **9.** Krìkštas yrà atgimìmas.

G. Common Errors

1. *Jézus Krìstus yrà mũsų Gélbėtojas. **2. *Kàs** yrà **Šventóji Dvasià? 3. *Àš** esù **misioniẽrius/misioniẽrė. 4.** Kàs yrà išmintiẽs ***žõdis? 5.** Čià yrà ***bažnýčia.**

H. Error Correction

1. Kadà prasìdeda apýgardos **susirinkìmas**? **2. Jézus Krìstus** yrà Diẽvo **Sūnùs. 3.** Kur yra mano **porininkas**? **4.** Kàs bùvo **Džõzefas Smìtas**? **5. Jìs** yrà màno draũgas. **6. Pranašaĩ** móko mùs evangèlijos. **7. Kàs** yrà jũsų mìsijos **prezideñtas?**

I. Masculine or Feminine?

1. Feminine, miñtys **2.** Masculine, mẽdžiai **3.** Feminine, ãkys **4.** Feminine, príežastys **5.** Masculine, núopuoliai **6.** Feminine, šãlys **7.** Masculine, žõdžiai **8.** Masculine, bróliai **9.** Feminine, -- **10.** Masculine, véidrodžiai **11.** Masculine, -- **12.** Feminine, vìltys **13.** Feminine, pãtirtys **14.** Masculine, vyresníeji (**Note:** Vyresnỹsis follows the definitive adjective pattern) **15.** Masculine, --

Prounouns

B. Use the Picture

1. tù **2.** jũs **3.** jũs **4.** jũs **5.** jũs **6.** mẽs **7.** jiẽ **8.** mẽs **9.** jìs **10.** jì **11.** àš **12.** jõs **13.** jũs **14.** jũs **15.** tù

E. Multiple Choice

1. C **2.** A **3.** D **4.** A **5.** D **6.** B **7.** C **8.** C

F. Fill In the Blank

1. jàs **2.** juõs **3.** jùs **4.** jį̃ **5.** tavè **6.** manè **7.** ją̃ **8.** mùs **9.** jùs **10.** jį̃

G. Scripture Activity

1. *tavyjè* is in locative case and means "in you/thee" **2.** Five personal pronouns are used (*àš*—nominative, *táu*—dative, *màno*—genitive, *jám*—dative, *manę̃s*—genitive) **3.** 12 subject pronouns in the nominative, genitive, accusative, and instrumental cases **4.** *léisti* forces dative case

H. Common Errors

1. pàs **manè 2.** artì **tavę̃s 3.** apiẽ **ją̃ 4.** už **mūsų 5.** pàs **tavè 6.** sù **mumìs 7.** põ **jų̄ 8.** bė̀ **jõs 9.** dẽl **jõ 10.** pagaĩ **jùs 11.** šalià **mãnęs 12.** už **juõs 13.** tarp **jų̄ 14.** príešais **jį̃ 15.** sù **jumìs**

I. Error Correction

1. Mẽs mýlime **tavè. 2.** Diẽvas mýli **mùs. 3.** Ar̃ jũs nórite kalbéti sù **jaĩs? 4.** Paláimink **juõs. 5.** Mẽs nórime padéti **jùms. 6.** Mẽs eĩsime pàs **jùs** šį̃ vãkarą. **7.** Kodẽl tù žiūrì į̃ **manè? 8.** Nėrà skìrtumo tarp **jų̄. 9.** Mẽs vãkar kalbėjome api**ẽ jį̃. 10.** Kalbėsime sù **tavimì** põ sakrameñto susirinkìmo.

K. Translation

1. sù mumìs **2.** sù jumìs **3.** sù jaĩs **4.** põ mumìs **5.** sù juõ **6.** pagaĩ juõs **7.** sù tavimì **8.** põ juõ **9.** pagaĩ jùs **10.** sù manimì **11.** sù jà **12.** põ jomìs **13.** pagaĩ ją̃ **14.** sù jomìs

L. Replace the Noun

1. jojè **2.** tavyjè **3.** josè **4.** jamè **5.** mumysè **6.** juosè **7.** jojè **8.** jamè **9.** juosè **10.** josè **11.** manyjè **12.** jumysè

N. Translation

1. Jìs įsãkė mán pasikalbéti sù jaĩs. **2.** Màno šeimà yrà mán svarbì. **3.** Àš paprašiaũ jõ padéti mùms. **4.** Jõs šeĩmai mẽs patiñkame. **5.** Ar̃ jũs girdéjote apiẽ jàs? **6.** Jiẽ sùteikė jám kunigỹstę. **7.** Kadà mẽs galėtume susitìkti sù jumìs? **8.** Jì yrà tàvo sesuõ. **9.** Mẽs gãlime susitìkti pàs jį̃ šį̃ vãkarą. **10.** Todẽl, kàd Diẽvas mýli mùs, jìs dãvė mùms šeimàs. **11.** Jojè yrà evangèlijos pilnãtvė. **12.** Kõ jùms reĩkia, kàd padėtų jùms mèsti rūkýti?

Savęs

A. Identify

1. Jìs skaĩto **sáu** dažnaĩ. **2.** Jì kartaĩs meĺdžiasi ùž **savè. 3.** No reflexive pronoun is needed. **4.** Jiẽ ateĩna į̃ bažnýčią, kàd sustìprintų **savè. 5.** Mẽs tùrime **savyjè** suràsti nórą žinóti. **6.** No reflexive pronoun is needed. **7.** Jìs palìko **sàvo** prãeitį ùž **savę̃s. 8.** Pasitikékite **savimì**!

B. Fill In the Blank

1. Misioniẽrės pasiiḿs Mormono Knỹgą sù **savimì. 2.** Išréiškiate méilę Viẽšpačiui ir̃ **sàvo** šeĩmai. **3.** Diẽvas sugrąžìno **sàvo** kunigỹstę pašauktaĩs tarnaĩs. **4.** Atgailáudama, àš pràdedu matýti **savè** Krìstaus akimìs. **5.** Jézus Krìstus turéjo pakañkamai stiprýbės **savyjè** atsispìrti pagùndoms.

C. Translation

1. Àš apmąstaũ sàvo gyvẽnimo prãsmę. **2.** Mẽs eĩname į̃ šventỹklą dẽl savę̃s ir̃ kitų̃. **3.** Mẽs atẽjome į̃ šią žẽmę dẽl sàvo troškìmo tàpti tokíems, kóks Diẽvas. **4.** Àš stataũ tikslùs gẽrinti savè. **5.** Ji gíeda gíesmes sáu, kàd nugalėtų gùndymus. **6.** Ar̃ tu gãli matýti savè šventỹkloje? **7.** Misioniẽriams kasdiẽn reĩkia pasitikéti savimì ir̃ Dvasià. **8.** Džòzefas Smìtas mãtė viř̃š savę̃s Jézų Krìstų ir̃ Dañgiškąjį Tévą.

D. Scripture Activity

1. Mẽs, sàvo and savimì, instrumental and genitive possessive cases **2.** Jũs, savyjè, locative case and Krìstus, sàvo, genitive possesive case **3.** Jìs/Jõ, savę̃s and sàvo, genitive possessive (2) and genitive (2) cases **4.** Príešininkas, dative and genitive possessive (2) cases **5.** Jìs, savè, accusative case **6.** Mẽs, savè, accusative case

E. Common Errors

1. Tikėjiimas yrà pradžià ***mũsų*** atgailõs kelyjè. 2. Diẽvas atsãko ***sàvo*** laikù. **3.** Tùrime stìprinti ***savè*** skaitýdami raštùs. **4.** Krìstus atìdavė ***savè*** pasáuliui. **5.** Geriaũ pasitikéti Dievù neĩ ***savimì. 6.** Kiekvíenas ìš mũsų tùri dieviškùmą ***savyjè*** ,nès mẽs visì ẽsame Diẽvo vaikaĩ.

F. Error Correction

1. Peř̃ sakrameñto ãpeigą mẽs atnaũjiname **sàvo** sandoras. **2.** Gãlime Jézų Krìstų ir̃ Jõ kẽlią myléti labiaũ neĩ **savè** ir̃ **sàvo** planùs. **3.** Šventóji Dvasià padẽs jùms pritáikyti šį̃ palýginimą **sáu. 4.** Correct. **5.** “Kiekvíenas ìš mũsų, síekdamas tàpti tobūlu, kadà nórs tùri **savę̃s** pakláusti: ‘Kõ dár mán trũksta?’”—*Hãroldas B. Ly*

G. Translation

1. “Noréčiau pasidalìnti sàvo liùdijimu . . .” **2.** Tùrime tarnáuti Viẽšpačiui visà sàvo širdimì, galià, protù ir̃ stiprýbe. **3.** Kaĩ mýlime Diẽvą, trókštame sèkti Juõ ir̃ sàvo eĺgesį sudẽrinti sù Jõ žõdžiais. **4.** Kàd pajùstume Dvãsią liùdintį tiẽsą, tùrime atveř̃sti sàvo šìrdis. **5.** Krìstus paėmė añt savę̃s vìsas mũsų núodėmes ir̃ silpnýbes. **6.** Põ krìkšto mẽs gãlime visadà turéti Dvãsią sù savimi. **7.** “Mylék sàvo ar̃timą kaĩp savè pàtį.” *(Mãto 22:39)*. **8.** Àš žinaũ peř̃ sàvo jausmùs ir̃ patyrimùs, kàd šì bažnýčia yrà tikrà.

Review: State of Being

A. Error Correction

Dañgiškasis pasiuntinỹs, vardù **Moròn**is, nùvedė Džòzefą Smìtą priẽ kalvõs, kuriojè ìštisus šimtmečius gulėjo pàslėptos **auksìnės plokštẽlės.** Šiosè auksìnėse plokštẽlėse **bùvo** pranašų **rãštai**, kuriuosè aprašýti Diẽvo **darbaĩ** tarp senóvės Amèrikos gyvéntojų. **Džòzefas Smìtas** Diẽvo galià ìšvertė šių plokštẽlių tùrinį. Mormòno Knỹgos **pranašaĩ** žinójo apiẽ Gélbėtojo mìsiją ir mókė Jõ Evangèlijos. Põ Prisikėlìmo **Krìstus** pasiródė šíems žmonéms. **Jìs** mókė **juõs Sàvo** Evangèlijos ir įkūrė **Sàvo** Bažnýčią. Mormòno **Knygà** įródo, jóg „**Diẽvas** įkvepia žmónes ir **juõs** pašaũkia **sàvo** šventan darbañ šiamè ámžiuje ir kartojè taĩp pàt kaĩp ir senóvės kartosè“ (žr. DS 20:11). Kàd sužinótų, jóg Mormòno **Knygà yrà** tiesà, **žmogùs** tùri **jã** skaitýti, apmąstýti ir dẽl **jõs** meĩsti.

B. Error Correction

„**Tóks dìdelis bùvo sąmyšis** ir **kovà** tarp skirtìngų denominãcijų, kàd tokiám jaunám [...] ãsmeniui, kaĩp **àš**, **neįmãnoma** prieĩti priẽ tvirtõs ìšvados, **kurìs teisùs**, õ **kurìs** klýsta. [...] Šiõ žõdžių kãro ir núomonių sąmyšio sūkuryjè **àš** dažnaĩ **savęs** kláusdavau: Ką darýti? **Kurì** ìš visų šių grùpių **teisìnga**; õ gál **vìsos jõs neteisìngo**s? Jéi **kurì** nórs ìš jų **teisìnga**, taĩ **kurì**, ir kaĩp mán jã atpažìnti?“

C. Translation

1. Jų vardaĩ bũdavo užrãšyti. **2.** Dažnaĩ meĩskitės ùž savè ir ùž kitùs **3.** Paklusnùmas yrà pirmàsis dangaũs įstãtymas. **4.** „Tóks dìdelis bùvo sąmyšis ir kovà tarp skirtìngų denominãcijų, kàd tokiám jaunám ãsmeniui, kaĩp àš, bùvo neįmãnoma prieĩti priẽ tvirtõs ìšvados, kurìs teisùs, õ kurìs klýsta.” **5.** Sugrąžìntoji Evangèlija láimina šeimàs. **6.** Jũs bùvote prãnašo paskìrti šiám šventám pašaukìmui. **7.** Jìs mókė juõs Sàvo Evangèlijos ir įkūrė Sàvo Bažnýčią. **8.** Sàvo síeloje jaučiaũ, kàd, nórs buvaũ nusidėjęs, mán bùvo atleistà. **9.** Kaĩ kitì pãsakoja jùms sàvo jausmùs, sténkitės įsivaizdúoti savè jų viẽtoje ir supràsti, kaĩp jiẽ jaũčiasi. **10.** Turétumėte studijúoti raštùs, ir sótintis jaĩs. **11.** Nuoširdùs tiesõs ieškótojas netrùkus pãjus, kàd Mormòno Knygà yrà Diẽvo žõdis. **12.** Jéigu tautìnės tradìcijos ar papročiaĩ prieštaráuja Diẽvo mókymams, mẽs neturétumėte sèkti jomìs. **13.** Gélbėtojas liẽpė Džòzefui nesidéti priẽ jokiõs Bažnýčios, nès jõs „vìsos neteisìngos“, ir „visì jų tikėjimo išpažinìmai yrà bjaũrastis“. **14.** Priẽš mir̃damas ir prisikéldamas, Gélbėtojas įgaliójo Sàvo apãštalus įkùrti pasáulyje Jõ Bažnýčią. **15.** Põ prisikėlìmo, ar̃ mẽs bũsime laisvì nuõ ligų ir skaũsmo? **16.** Mylékite Viẽšpatį ir geriaũ Jám tarnáukite. **17.** Mũsų Dañgiškasis Tévas pàsiuntė Sàvo Sūnų Jézų Krìstų, kad paimtų añt Savęs visų mũsų núodėmes ir įveĩkti fizinę miř̃tį. **18.** Ar̃ šį sekmãdienį apsilankýsite sù mumìs bažnýčioje? **19.** Kaĩ mẽs ẽsame atleistì sàvo nuodėmių, tùrime kasdiẽn sténgtis nenusidėtì, kàd visuomèt galétume sù savimì turéti Šveñtąją Dvãsią. **20.** Víenas svarbùs bũdas, kaĩp Diẽvas paródo Sàvo méilę mùms, yrà taĩ, jóg Jìs pašaũkia Sàvo prãnašus, kuríems yrà suteiktà kunigỹstė.

D. Fill In the Blank

1. ẽsame **2.** tavyjè **3.** bùs **4.** misioniẽriai, nariaĩ **5.** bùsi **6.** savè **7.** savęs **8.** šventyklà, nãmas **9.** yrà **10.** jùms **11.** jũs **12.** savyjè **13.** sakrameñtas, siñbolis **14.** mumìs **15.** Šventóji Dvasià, dovanà **16.** jomìs **17.** Jézus Krìstus, gélbėtojas **18.** savimì **19.** buvóte **20.** sàvo

E. Identify

Underline the Subject	Correct Use of *Savęs*?	Correction
1. Atgailà àpima naũjo póžiūrio į Diẽvą, savè ir pasáulį formãvimą.	No	mùs/jùs
2. Bè tõ, mẽs tùrime nuõlat tobulėti ir ugdýti savyjè Krìstaus savýbes.	Yes	
3. Ugdýdami kiekvíeną savýbę periòdiškai (jũs) įvértinkite sàvo pãžangą.	Yes	
4. Kaĩ mẽs ẽsame atleistì sàvo nuodėmių, (mẽs) tùrime kasdiẽn sténgtis nenusidéti, kàd visuomèt Šventóji Dvasià galėtų bũti sù savimì.	No	mumìs

5. Áugant sàvo supratìmui apiẽ Jézaus Krìstaus Apmokéjimą, aũgs iř sàvo troškìmas dalìntis Evangèlija.	No	jũsų, jũsų
6. Taĩ Sàvo Mylímasis Sunũs. Jõ klausýk!	No	mãno
7. Visadà (àš) prisimiñsiu dù vaikinùs, tarnãvusius sàvo mìsijoje.	Yes	
8. Mán reĩkia sàvo knỹgos.	No	mãno

F. Identify

1. The stalwart missionaries invited Sally to be baptized, because she was prepared. **2.** My goal today is to give away five copies of the Book of Mormon. **3.** We need to find more people to teach. (No nominative words.) **4.** We need to find more people whom we can teach. **5.** There are many churches on the earth who say that they have the true gospel. **6.** This red chair is my favorite chair because it is very comfortable. **7.** Bear your testimony, Elder. (No nominative words.) **8.** Have you seen my socks? **9.** Life on earth is an opportunity and a blessing. Our purpose in this life is to have joy and prepare to return to God's presence. In mortality we live in a condition where we are subject to both physical and spiritual death. God has a perfect, glorified, immortal body of flesh and bones. To become like God and return to His presence, we too must have a perfect, immortal body of flesh and bones. However, because of the Fall of Adam and Eve, every person on earth has an imperfect, mortal body and will eventually die. If not for the Savior Jesus Christ, death would end all hope for a future existence with Heavenly Father.

Genitive Case

A. Decline

1. nãmo, namũ **2.** lėlẽs, lėliũ **3.** Jézaus **4.** galvõs, galvũ **5.** stãlo, stalũ **6.** knỹgos, knỹgų **7.** katẽs, kačiũ **8.** vandeñs, vandenũ **9.** Diẽvo

B. Fill In the Blank

1. màno **2.** mũsų **3.** jõs **4.** jũsų **5.** jõ **6.** jų̃

C. Translation

1. Mormòno **2.** Jézaus Krìstaus **3.** Diẽvo **4.** Tévo **5.** Mótinos **6.** Misioniẽrių **7.** Nèfio **8.** Brólio **9.** Seserų̃ **10.** Lietùvių

D. Decline

1. sūnaũs, sūnų̃ **2.** brólio, brólių **3.** árklio, arkliũ **4.** žmogaũs, žmoniũ

E. Scripture Activity

1. dėl mũsų **2. possession** lamanítų ármijos *(armies of the Lamanites)*, **priẽ** vakarìnės jū̃ros *(by the west sea)*, **negation** nebùvo Morónio *(Moroni was not)*, **dėl** kažkokių intrìgų *(because of some intrigue)*, **tarp** nefitų *(among the Nephites)*, **possession** nefitų teritòrijos *(territories of the Nephites)*, **of** jų̃ miẽstų *(of their cities)*, **possession** žẽmės *(of the earth)* **3.** The people shouted "Taĩ mũsų širdžių troškìmas," or "*This is the desire of our hearts*." **4.** ieškóti, láukti, etc. **5. trókšti** karalỹstės šlovių **6. *tavęs*** is the form of genitive case not expressing possession, while ***tàvo*** denotes possession **7.** didžių, svarbių **8. negation** forces *niẽko*

G. Common Errors

1. Mẽs klaũsome ***prãnašo** peř visúotinę konfereñciją. **2.** Jõnas íeško ***dárbo. 3**. Jìs láukia ***atsãkymo** ìš ***Diẽvo. 4.** Jùms reĩkia véngti ***narkòtikų. 5.** Tù galì prašýti Diẽvo ***pagálbos. 6.** Vyresnỹsis Džònsonas yrà ìš ***Jútos. 7.** Tiẽsiai viř̃š sàvo ***galvõs,** išvýdau ***šviesõs** stuĩpą. **8.** Ikì ***pasimãtymo. 9.** Jéigu paklùsime, gyvénsime šalià ***Jézaus Krìstaus.**

H. Error Correction

1. pranašũ **2.** maldõs **3.** Mormòno Knỹgos **4.** apreiškìmo **5.** kláusimų **6.** maĩsto **7.** misioniẽrių **8.** tiesõs **9.** bãtų

I. Decline

1. mẽdžio, mẽdžių **2.** marčiõs, marčių **3.** akiẽs, akių **4.** šaliẽs, šalių **5.** dantiẽs, dantũ **6.** akmeñs, akmenũ **7.** seseřs, seserũ **8.** šuñs, šunũ

J. Translation

1. Diẽvo valià
2. Jézaus Krìstaus apmokéjimas
3. Kunigỹstės įgaliójimas
4. Šventósios Dvãsios galià
5. Diẽvo Sūnùs
6. Diẽvo malónė
7. Šventósios Dvãsios dovanà
8. Krìkšto sándara
9. Mũsų relìgijos sąvaros akmuõ
10. Jézaus Krìstaus Bažnýčia
11. Skỹriaus prezideñtas
12. Šventỹklos paláiminimai
13. Sugrąžìnimo žinià
14. Sẽsės/Seseřs liùdijimas
15. Pasáulio gélbėtojas
16. Šlovẽs karalỹstės
17. Láimės plãnas
18. Tikėjimo Teiginiaĩ

K. Translation

1. Ar mẽs galėtume uždúoti jùms kẽletą kláusimų? **2.** Liẽka tìk kéleta dienų ikì jũsų krìkšto. **3.** Pateĩkite kẽletą pavyzdžių kaĩp mẽs gãlime gáuti asmenìnį apreiškìmą.

L. Translation

1. Bè Diẽvo įgaliójimo žmónės negalėtų vadováuti Bažnýčiai. **2.** Móteris láukia priẽ autobùso stotẽlės. **3.** Šviesà pasiródė viřš jõ galvõs. **4.** Àš esù iš Kaũno. **5.** Mẽs gáuname daũg paláiminimų iš Diẽvo. **6.** Mẽs ẽsame artì bažnýčios. **7.** Jiẽ pasãkė Džòzefui, kàd nè víena iš bažnýčių bùvo tikrà. **8.** Dẽl Jõ Apmokéjimo ir̃ Prisikelìmo visì žmónės bùs iškélti ir̃ stovẽs priẽš Krìstų.

Present Tense Verbs

A. Conjugation

	Àš	**Tù**	**Mẽs**	**Jũs**	**Jìs/Jì/Jiẽ/Jõs**
dìrbti	dìrbu	dìrbi	dìrbame	dìrbate	dìrba
atgailáuti	atgailáuju	atgailáuji	atgailáujame	atgailáujate	atgailáuja
galvóti	galvóju	galvóji	galvójame	galvójate	galvója
sportúoti	sportúoju	sportúoji	sportúojame	sportúojate	sportúoja
tarnáuti	tarnáuju	tarnáuji	tarnáujame	tarnáujate	tarnáuja
studijúoti	studijúoju	studijúoji	studijúojame	studijúojate	studijúoja
sugrąžìnti	sugrąžinù	sugrąžini	sugrąžìname	sugrąžìnate	sugrąžìna
liùdyti	liùdiju	liùdiji	liùdijame	liudijate	liùdija
skubėti	skubù	skubì	skùbame	skùbate	skùba
noréti	nóriu	nóri	nórime	nórite	nóri
tikėti	tikiù	tìki	tìkime	tìkite	tìki
galėti	galiù	gãli	gãlime	gãlite	gãli
girdėti	girdžiù	giřdi	giřdime	giřdite	giřdi
myléti	mýliu	mýli	mýlime	mýlite	mýli
válgyti	válgau	válgai	válgome	válgote	válgo

sakýti	sakaũ	sakaĩ	sãkome	sãkote	sãko
žinóti	žinaũ	žinaĩ	žìnome	žìnote	žìno
mókyti	mókau	mõkai	mókome	mókote	móko
ieškóti	íeškau	íeškai	íeškome	íeškote	íeško
manýti	manaũ	manaĩ	mãnome	mãnote	mãno
matýti	mataũ	mataĩ	mãtome	mãtote	mãto
darýti	daraũ	daraĩ	dãrome	dãrote	dãro

B. Common Errors

1. Diẽvas ***atsãko** į maldàs. **2.** Jie ***dúoda** jám Mormóno Knỹgą. **3.** Mẽs ***mókome** evangèlijos. **4.** Mẽs ***peřkame** maĩstą pirmãdieniais. **5.** Jì ***susitiñka** sù mumìs. **6.** Kuř jũs ***eĩnate? 7**. Mẽs ***gáuname** apreiškìmą bažnýčioje.

C. Error Correction

1. Tù **gyvenì** laimìngai. **2.** Ař jìs **tìki** Krìstumi? **3.** Kaĩp jũs **mãnote**? **4.** Àš **skaitaũ** Bìbliją. **5.** Jiẽ **nóri** válgyti. **6.** Jì **mýli** sàvo šeĩmą. **7.** Ař Krìstus **láimina** mùs? **8.** Mẽs kasdiẽn **atgailáujame. 9.** Ką̃ tù **žinaĩ** apiẽ Mormóno Knỹgą? **10.** Jũs strõpiai **dìrbate**.

D. Translation

1. Diẽvas atsãko. **2.** Jũs tìkite. **3.** Pranašaĩ móko. **4.** Mẽs nórime. **5.** Jì skaĩto. **6.** Àš válgau. **7.** Jũs íeškote. **8.** Àš sekù. **9.** Mẽs gyvẽname. **10.** Krìstus pàdeda. **11.** Jiẽ sẽka. **12.** Tù galvóji. **13.** Tù girdì. **14.** Mẽs dìrbame. **15.** Àš atgailáuju. **16.** Diẽvas láimina.

E. Pictures

1. Ènosas meĭdžiasi. **2.** Karãlius Benjamìnas kaĭba. **3.** Jõnas krìkštija Krìstų. **4.** Mõzė àtveria Raudónąją jū́rą.

F. Conjugation

1. dìrbate **2.** nóriu **3.** mýli **4.** skaĩto **5.** sẽkame **6.** žìno **7.** láimina **8.** gyvẽnate **9.** mókome **10.** atgailáuja **11.** íeškai **12.** rašaũ

G. Translation

1. Jũs mýlite Diẽvą. **2.** Mẽs tùrime paklùsti. **3.** Misioniẽriai pasikliáuna Viẽšpačiu. **4.** Àš liùdiju, kàd mẽs tùrime prãnašą. **5.** Mẽs nuspréndžiame tarnáuti Viẽšpačiui. **6.** Daũg žmonių klaũso misioniẽrių. **7.** Àš mókau evangèlijos dvasià. **8.** Mẽs pàdedame sàvo porininkams. **9.** Jũs kaĭbate lietùviškai sù Diẽvo pagálba. **10.** Diẽvas atsãko kaĩ mẽs meĭdžiamės.

H. Scripture Activity

1. kaĭbame, džiū́gaujame, pamokslaujame, pranašáujame, rãšome, gãli **2.** áuklėja, mýli, plãka, priglaũdžia

Future Tense Verbs

A. Conjugation

	Àš ~siu	**Tù ~si**	**Mẽs ~sime**	**Jũs ~site**	**Jìs/Jì/Jiẽ/Jõs ~s**
pamiřšti	pamiřšiu	pamiřši	pamiřšime	pamiřšite	pamiřš
mèsti	mèsiu	mèsi	mèsime	mèsite	mès
jaũsti	jaũsiu	jaũsi	jaũsime	jaũsite	jaũs
grį̃žti	grį̃šiu	grį̃ši	grį̃šime	grį̃šite	grį̃š

atléisti	atléisiu	atléisi	atléisime	atléisite	atleĩs
vèžti	vèšiu	vèši	vèšime	vèšite	vèš
gáuti	gáusiu	gáusi	gáusime	gáusite	gaũs
supràsti	supràsiu	supràsi	supràsime	supràsite	supràs
turéti	turésiu	turési	turésime	turésite	turẽs
pranèšti	pranèšiu	pranèši	pranèšime	pranèšite	pranèš
švęsti	švęsiu	švęsi	švęsime	švęsite	švęs
dúoti	dúosiu	dúosi	dúosime	dúosite	duõs

B. Conjugation

1. Ką jũs **sakýsite? 2.** Mẽs **liùdysime** apiẽ Diẽvą. **3.** Diẽvas **apreĩkš** tiẽsą. **4**. Tù **klausýsi** mũsų žiniõs. **5.** Àš **ateĩsiu** į veĩklą. **6.** Žmónės **nusidẽs. 7.** Ar tù **atvérsi** tą knỹgą? **8.** Àš **pasitikésiu** Dievù. **9.** Mẽs **galvósime** apiẽ įsãkymus. **10.** Mẽs **atlìksime** gẽrą dárbą.

C. Common Errors

1. Diẽvas ***mylẽs** mùs amžinaĩ. **2.** Ką jũs ***darýsite** rytój? **3.** Jìs ***apreĩkš** mùms tiẽsą. **4.** Jũs ***turésite** galimýbę tarnáuti. **5.** Diẽvas ***paláimins** màno besìdominčiuosius. **6.** Kaĩp jìs ***sužinõs** kàd evangèlija bùvo sugrąžìnta? **7.** Kàs ***gyveñs** sù Dievù? **8.** Mẽs ***skaitýsime** lankstinùką. **9.** Tù ***pasitikési.**

D. Error Correction

1. Ar jũs **skaitýsite** šią eilùtę? **2.** Mẽs **mókysime** daũg pamokų rytój. **3.** Kadà jìs **sugrįš** nãmo? **4.** Ar tù **galési** dúoti Mormòno Knỹgą sàvo draũgui? **5.** Krìstus **leĩs** mùms atgailáuti. **6.** Diẽvas **apreĩkš** tiẽsą.

E. Translation

1. Mẽs eĩsime. **2.** Tù klausýsi. **3.** Diẽvas apreĩkš. **4.** Mẽs gáusime daugiaũ Mormòno Knỹgų. **5.** Jì darỹs. **6.** Àš pasimeĩsiu. **7.** Jũs liudysite. **8.** Àš ateĩsiu. **9.** Mẽs pasitikésime. **10.** Krìstus leĩs. **11.** Jõs nusidės. **12.** Jì kalbẽs. **13.** Àš galvósiu. **14.** Tù sakýsi. **15.** Jìs atveĩs knỹgą. **16.** Diẽvas paláimins.

F. Hymn Activity

1. valdỹs, keĩs, stõs, bùs, išsklaidỹs, skìrsime, pasitraũks, viešpataũs, apglẽbs, skambẽs, nebevaitõs, bùs

H. Pictures

1. Diẽvas atsiųs pótvynį iĩ žmónės bùs sunaikìnti. **2.** Deĩvidas nugalẽs Galijõtą. **3.** Abinãdas numiĩs ugnimì.

Past Tense Verbs

A. Conjugation

	Àš	**Tù**	**Mẽs**	**Jũs**	**Jìs/Jì/Jiẽ/Jõs**
mókyti	mokiaũ	mókei	mókėme	mokéte	mókė
dìrbti	dìrbau	dìrbai	dìrbome	dìrbote	dìrbo
válgyti	valgiaũ	válgei	válgėme	válgėte	válgė
girdéti	girdéjau	girdéjai	girdéjome	girdéjote	girdéjo
myléti	myléjau	myléjai	myléjome	myléjote	myléjo
gyvénti	gyvenaũ	gývenai	gyvẽnome	gyvẽnote	gyvẽno
manýti	maniaũ	mãnei	mãnėme	mãnėte	mãnė
paláiminti	paláiminau	paláiminai	paláiminome	paláiminote	paláimino

skaitýti	skaičiaũ	skaiteĩ	skaĩtėme	skaĩtėte	skaĩtė
atgailáuti	atgailavaũ	atgailavai	atgailãvome	atgailãvote	atgailãvo
noréti	noréjau	noréjai	noréjome	noréjote	noréjo
ieškóti	ieškójau	ieškójai	ieškójome	ieškójote	ieškójo
tikéti	tikéjau	tikéjai	tikéjome	tikéjote	tikéjo
atsakýti	atsakiaũ	atsakeĩ	atsãkėme	atsãkėte	atsãkė
žinóti	žinójau	žinójai	žinójome	žinójote	žinójo

B. Translation

1. Diẽvas atsãkė mùms. **2.** Tù tikéjai Krìstumi. **3.** Pranašaĩ parãšė raštùs. **4.** Mẽs dìrbome. **5.** Jì skaĩtė Álmos knỹgą. **6.** Tù pasirinkaĩ teisìngą kẽlią. **7.** Àš gavaũ liùdijimą. **8.** Mẽs gyvẽnome namuosè. **9.** Krìstus padéjo vařgšams. **10.** Jiẽ myléjo Dañgiškąjį Tévą. **11.** Jũs mán dãvėte Mormõno Knỹgą. **12.** Jũs atẽjote į̃ bažnýčią. **13.** Šiañdien mẽs mókėme daũg besìdominčiųjų. **14.** Diẽvas pažadéjo mùms daũg paláiminimų.

C. Conjugation

1. mókėte **2.** paláimino **3.** myléjo **4.** skaĩtė **5.** noréjome **6.** atsãkė **7.** gyvẽnote **8.** tikéjai **9.** atgailãvo **10.** ieškójote

D. Questions

1. Ař jìs mãtė Diẽvą? **2.** Kadà tù meldeĩsi? **3.** Ką̃ jìs dãvė? **4.** Kuř mẽs ẽjome? **5.** Kuř jì dìrbo? **6.** Kókį skỹrių jũs skaĩtėte? **7.** Ař tàvo pórininkė láukė tavẽs? **8.** Ką̃ jiẽ dainãvo?

E. Translation

1. Àš vakaraĩs skaitýdavau raštùs. **2.** Mãno brólis mókydavo evangèlijos prìncipų klãsę. **3.** Màno šeimà tarnáudavo benãmiams. **4.** Peř pãmokas, jìs dažnaĩ atsakýdavo. **5.** Jũs važiúodavote į̃ Vìlnių padéti misioniẽriams. **6.** Šventỹkloje tarnáudavau dvejùs kartùs į̃ ménesį. **7.** Aurėlijos močiutė dainúodavo chore.

F. Common Errors

1. Jì **mẽtė** rūkýti praeitaĩs mẽtais. **2.** Diẽvas **sugrą̃žìno** sàvo evangèliją. **3.** Mẽs **tarnãvome** Póvilui pirmãdienį. **4.** Àš **gavaũ** liùdijimą Šventąja Dvasià. **5.** Ař jũs **skaĩtėte** Mormõno Knỹgą?

G. Error Correction

1. Jũs **norėjote** ateĩti į̃ bažnýčią. **2.** Àš **skaičiaũ** skỹrių apiẽ tikėjimą. **3.** Tù **ieškójai** Jėzaus. **4.** Jìs **gyvẽno** Lietuvojè. **5.** Kàs **sẽkė** Krìstumi? **6.** Misioniẽriai strõpiai **dìrbo. 7.** Šventóji Dvasià tỹliai **atsãkė. 8.** Diẽvas **mókė** mùs peř prãnašus. **9.** Jõs **žinójo** apiẽ evangèliją. **10.** Correct. **11.** Jũs **netikéjote** priẽš metùs kàd Diẽvas yrà. **12.** Ař Rasà **atgailãvo**?

H. Pictures

1. Mormõnas sutrum̃pino mẽtraštį. **2.** Žmónės ìš Mormõno Knỹgos užkãsė sàvo ginklùs. **3.** Krìstus nusiléido ìš dangaũs iř pasiródė Nefìtams. **4.** Jézus Krìstus apmokéjo mũsų núodėmes Getsamàno sodè. **5.** Diẽvas iř Jézus Krìstus pasiródė Džõzefui Smitui.

I. Scripture Activity

1. bùvo, was; pebėgome, ran; nepavìjo, didn't catch, accusative; pasìslėpėme, hid ourselves **2.** Amalikìjas reñgė sàmokslą, kàd tàptų karãliumi. Moròmis iškelė láisvės vẽliavą. Jìs sùtelkė žmónes giñti sàvo relìgiją. Tikrì tìkintieji pavadìnami krisčionimis. Juõzapo likùtis bùvo išsáugotas. Amalikìjas iř atskalũnai pabégo į̃ Nefio žẽmę. Nenórintys reñti láisvės reĩkalo, atiduodamì miřčiai. Apiẽ 73–72 m. priẽš Krìstaus gim. **3.** Iř bùvo taĩp, kàd lamanitai atẽjo sù sàvo tũkstančiais; iř jiẽ atẽjo į̃ Antionumo žẽmę, kurì yrà zoramininkų žẽmė; iř jų̃ vãdas bùvo výras, vardù Zerahemnas.

Instrumental Case

A. Decline

1. namù, namaĩs **2.** lėlė, lėlėmìs **3.** Jėzumi **4.** gálva, galvomìs **5.** stalù, stalaĩs **6.** knygà, knỹgomis **7.** katė, katėmìs

B. Translation

1. autobusù **2.** mašinà **3.** pėsčiomis **4.** dvìračiu **5.** gatvė

C. Translation

1. juõ **2.** jà **3.** juõ **4.** jà **5.** jaĩs **6.** jomìs **7.** jaĩs **8.** jà **9.** juõ **10.** jomìs **11.** jaĩs **12.** jomìs **13.** jaĩs **14.** jà **15.** juõ

D. Decline

1. sūnumì, sūnumìs **2.** bróliu, bróliais **3.** àrkliu, arkliaĩs **4.** žmogumì, žmonėmìs **5.** misioniẽriumi, misioniẽriais **6.** Audriù, Audriaĩs

E. Common Errors

1. Mẽs sù sàvo ***pórininku** sténgiamės mókyti ***dvasià. 2.** Nèfis bùvo mùštas ***lazdà. 3.** Kęstùtis ***autobusù** važiúoja į̃ bažnýčią. **4.** Mẽs įveĩkiame sunkumùs Viẽšpaties ***galià. 5.** Jũs tùrite myléti sàvo besìdominčiuosius visà ***širdimì**.

F. Error Correction

1. Rytój mùms reikẽs važiúoti **autobusù** į̃ pãmoką **2. Pirmãdieniais** mẽs tùrime šeimõs vãkarą. **3.** Àš noréčiau sù jumìs pasidalìnti šią **eilutè. 4.** Tiẽs šiuõ **keliù** jũs gãlite ràsti parduotùvę. **5.** Mẽs sù sàvo **pórininku** mégstame žaĩsti krepšìnį. **6.** Mẽs tùrime rū̃pintis víenas **kitù**.

G. Fill In the blank

1. būdù, laikù **2.** Jėzumi Krìstumi **3.** Dievù **4.** prezidentù **5.** balsù

H. Multiple Choice

1. B **2.** A **3.** D **4.** B **5.** C **6.** A **7.** B **8.** A

I. Decline

1. medžiù, mẽdžiais **2.** marčià, marčiomìs **3.** akimì, akimìs **4.** šalimì, šalimìs **5.** dantimì, dantimìs **6.** ãkmeniu, akmenimìs **7.** seserimì, seserimìs **8.** šuniù, šunimìs

J. Translation

1.1820 mẽtais **2.** sekmãdieniais **3.** kařtais **4.** kitaĩs mẽtais **5.** šiomìs dienomìs **6.** vakaraĩs **7.** šiaĩs mẽtais **8.** saváitgaliais

K. Translation

1. Kuõ mẽs gãlime jùms padéti? **2.** Kuõ tù nóri tàpti? **3.** Põ kuõ jìs padėjo láišką? **4.** Sù kuõ susitiñkame šį̃ vãkarą? **5.** Kuõ jì dõmisi? **6.** Kuõ Diẽvas rū̃pinasi? **7.** Kuõ jìs gẽrisi? **8.** Sù kuõ Antãnas gyvẽna? **9.** Kókiu būdù Diẽvas atsãko? **10.** Kuõ jìs tarnáuja?

L. Insert the Correct Verb

1. abejóti **2.** pasitìkime **3.** džiaũgtis **4.** tàpti **5.** pasidalìnti **6.** užsiim̃siu **7.** naudótis **8.** rū̃pinates

Prefixes and Suffixes

A. Infer

1. ***nebe****reĩkti*—to not need anymore **2.** ***nu****lìpti*—to climb down **3.** ***pér****skambinti*—to call back **4.** ***iš****važiúoti*—to drive/ride out of somewhere **5.** ***at****nèšti*—to bring **6.** ***su****žinóti*—to find out

B. Common Errors

1. Jézus ***nùmirė** už mùs **2.** Àš negaliù ***atsakýti** ĩ jûsų kláusimą **3.** Mẽs ***atvažiãvome** ìš bažnýčios **4.** Jìs ***pasãkė** mán, kàd mẽs nespésime ĩ sẽkantį autobùsą **5.** Mán bùvo labaĩ sunkù ***išlìpti** ìš lėktùvo **6.** Mùms reĩkia ***užsùkti** pàs Grẽtą **7.** Mẽs ***susìrenkame** kiekvíeną saváitę **8.** Mán reikéjo ***išmókti** kaĩp skaitýti lietùviškai

C. Error Correction

1. Jézus **apmokéjo** mûsų núodėmes **2.** Mañtas labaĩ greĩtai **įlìpo** ĩ autobùsą **3.** Jìs turéjo **ateĩti** ketvirtą vãlandą, bèt mẽs taĩp jõ iř nesuláukėme **4.** Ař jũs galétumėte mán **padéti**? **5.** Jìs pasãkė, kàd jìs mùms **per/paskam̃bins 6.** Kaĩp tù greĩtai **užáugai! 7.** Diẽvas labaĩ daũg **padãrė** dẽl mûsų **8.** Mẽs norétume **pašvéntinti** jûsų namùs.

D. Translation

1. Àš pavargaũ bėgióti **2.** Mán reĩkia pradéti taupýti pìnigus **3.** Mẽs labaĩ nórime tarnáuti jùms iř jûsų šeĩmai **4.** Mán reikẽs pagalvóti apiẽ taĩ vėliaũ **5.** Mán patiñka nešióti kostiùmą kiekvíeną diẽną **6.** Mañtui patiñka pláukioti kiekvíeną rýtą **7.** Màno kójos skaũda láipioti taĩs láiptais kiekvíeną diẽną **8.** Mẽs nórime pagẽrinti jûsų sveikãtą.

E. Define

1. Mirti	**2. Baigti**
apmiřti—to die off **nu**miřti—to die, to pass away **iš**miřti—to die out, to become extinct	**iš**baĩgti—to run out of, to fall short **pa**baĩgti—to finish, to end, to graduate **už**baĩgti—to complete, to end, to conclude, to finish
3. Eiti	**4. Sakyti**
ateĩti—to come, to arrive **į**eĩti—to enter **nu**eĩti—to go somewhere **iš**eĩti—to exit, to leave **per**eĩti—to cross **pra**eĩti—to pass **už**eĩti—to stop by, to come in **ap**eĩti—to walk around/ all over; to evade	**at**sakýti—to answer **į**sakýti—to command **nu**sakýti—to define, to depict **iš**sakýti—to speak up, to spill out **per**sakýti—to retell **pa**sakýti—to say, to tell (one time) **už**sakýti—to order, to subscribe

F. Word Creation

1. nusipiřkti **2.** pasikrìkštyti **3.** pérsikraustyti **4.** pasiruõšti **5.** pasiriñkti **6.** atsiprašýti

G. Fill In the Blank

1. pérskaityti **2.** užlìpo **3.** nùmirė **4.** užeĩti **5.** pasãkė **6.** užbaĩgti

Review: Actions and Events

A. Error Correction

Mũsų žinià yrà nuostabì ir paprastà. Diẽvas yrà mũsų Tévas. Mẽs ẽsame Jõ vaikaĩ. Ẽsame Jõ šeimõs dalìs. Jìs **mýli** mùs. Nuõ pasáulio pradžiõs, Jìs mùs myléjo ir **mumìs** rũpinosi. Daũg kařtų Jìs sù **méile** kreĩpdavosi į̃ mùs, kàd atskleĩstų Jézaus Krìstaus Evangèliją ir kàd Jõ vaikaĩ žinótų, kaĩp grį̃žti pàs Jį̃. Jìs **apréiškė** taĩ pranašáms, tokíems kaĩp Adõmas, Nõjus, Abraõmas ir Mõzė. Tačiaũ žmónės Evangèliją vìs atmèsdavo. Priẽš dù tũkstančius mẽtų pàts Jézus Krìstus **mókė** savõsios Evangèlijos, **įkũrė** sàvo Bažnýčią ir įvýkdė Apmokéjimą. Sunkù patikéti, tačiaũ žmónės **atstũmė** ir Jézų. Kaĩ žmónės **negeřbia** ař **iškraĩpo** tikrąsias doktrinàs ir ãpeigas, Diẽvas atsìima Sàvo įgaliójimą vadováuti Bažnýčiai.

B. Error Correction

Kaĩ prikėlìmo metù mũsų kũnai ir dvãsios vẽl **susijuñgs**, mẽs **stósime** Diẽvo akìvaizdon, kàd būtumė teisiamì. Mẽs tobulaĩ **prisimiñsime** sàvo **teisùmą** ir sàvo **kaĩtę**. Jéi **bũsime** atgailãvę, **susiláuksime** gailestingùmo. Mùms visíems bùs atlýginta pagaĩ mũsų **dárbus** ir **troškimùs**.

C. Translation

1. Diẽvas yrà mũsų Dañgiškasis Tévas. **2.** Kaĩ žmónės pasìrenka nepaklùsti evangèlijos prìncipams, jiẽ nutõlsta nuõ Diẽvo. **3.** Šventóji Dvasià gúodžia mùs išbañdymų metù. **4.** Mũsų tikéjimas Krìstumi skãtina mùs atgailáuti. **5.** Jõnas Krìkštytojas pasiródė Džòzefui Smìtui ir Oliveriuì Káuderiui ir sùteikė jíems Aaròno kunigỹstę. **6.** Diẽvas visadà reikalãvo, kàd Jõ vaikaĩ sudarýtų sándoras. **7.** Diẽvas pàsiuntė į̃ pasáulį Sàvo mýlimą Sũnų Jézų Krìstų. **8.** Èdeno sodè, Adõmas ir Ievà bùvo nekálti ir gyvẽno Diẽvo akìvaizdoje. **9.** Daũg paláiminimų sulaũks tiẽ, kuriẽ paklùs Diẽvo įsãkymui pãsninkauti. **10.** Krìstus atleĩs mũsų núodėmes, jéi tikésime Jį̃, atgailáusime, pasikrìkštysime ir priimsime Šventósios Dvãsios dóvaną beĩ ištvérsime ikì gãlo. **11.** Ař atgailausite dẽl sàvo núodėmių? **12.** Peř prisikėlìmą, visì žmónės tàps nemirtìngi ir gyveñs amžinaĩ. **13.** Põ prisikėlìmo, mẽs stósime Diẽvo akìvaizdoje, ir bùsime teisiamì **14.** Jéi pasikliáuname Jézaus Krìstaus Apmokéjimu, Jìs padẽs mùms ištvérti mũsų išbañdymus. **15.** Jéi mẽs paklũstame Diẽvui, ẽsame láiminami. **16.** Krìstus pažadéjo atléisti mũsų núodėmes sù sąlyga, kàd prìimame Jį̃, ir atgailáujame. **17.** Nuõ pasáulio pradžiõs, Diẽvas mùs myléjo ir mumìs rũpinosi. **18.** Džòzefas Smìtas Diẽvo galià ìšvertė Mormòno Knỹgą. **19.** Džòzefas Smìtas gyvẽno Jungtìnėse Valstìjose. **20.** Põ Jézaus Krìstaus mirtiẽs nelabì žmónės pérsekiojo apãštalus. **21.** Jézus Krìstus mókė Sàvo evangèlijos, padãrė daũg stebùklų, ir pàšaukė dvýlika apãštalų. **22.** Džòzefas ẽmė ieškóti Bìblijoje. **23.** Žẽmėje, mẽs dažnaĩ pasidúodame pagùndoms, ir láužome Diẽvo įsãkymus. **24.** Peř Jézų Krìstų, mẽs taĩpame vérti grį̃žti Diẽvo akìvaizdon. **25.** Mẽs tùrime paródyti, kàd prìimame Jézų Krìstų ir laĩkomės Jõ įsãkymų. **26.** Diẽvas mùms įsãko meĭstis Jám. **27.** Víeną diẽną, visì žmónės miĩrs. **28.** Àš žinaũ kàd Diẽvas atsakỹs į̃ jũsų maĭdą. **29.** Šventóji Dvasià mókys mùs tiẽsos peř mũsų jausmùs ir mintìs **30.** Tiẽ, kuriẽ prìima Šventósios Dvãsios dóvaną ir išliẽka vertì, gãli vìsą gyvẽnimą džiaũgtis Jõs bendrystė. **31.** Kaĩ Jézus Krìstus gyvẽno žẽmėje, Jìs įkurė Sàvo bažnýčią. **32.** Džòzefas Smìtas atkùrė Jézaus Krìstaus Bažnýčią. **33.** Maldojè, išréikškite sàvo širdiẽs jausmùs. **34.** Bè maldõs niẽkas negãli sužinóti dvãsinių tiesų̃. **35.** Víeną diẽną, Jézus Krìstus ateĩs vẽl, ir vìską sutvarkỹs. **36.** Ángelas, vardù Morònis, nùvedė Džòzefą Smìtą suràsti auksinės plokštelės **37.** Sù Viẽšpaties pagálba, mẽs gãlime padarýti vìską. **38.** Ař sèksite Jézaus Krìstaus pãvyzdžiu priimdamì krìkštą? **39.** Pãmaldos vỹksta sekmãdieniais. **40.** Jézus pàšaukė dvýlika výrų bũti apãštalais. **41.** Rytaĩs, mẽs susitiñkame sù mũsų besidominčiùoju, Antanù. **42.** Didỹsis atsimetìmas atẽjo sulìg pranašų̃ žõdžiais. **43.** Mirtìngoje bũsenoje, mẽs tùrime gyvénti tikėjimu. **44.** Visúotinė Konfereñcija yrà galimýbė gárbinti Diẽvą sù visaĩs bažnýčios nariaĩs. **45.** Kártu sù visomìs kitomìs apeigomìs, krìkštas yrà bũtinas žiñgsnis mũsų dvãsinėje keliõnėje.

D. Fill In the Blank

1. paruõšia **2.** išréiškė **3.** pasãkė **4.** patarìmais **5.** įsãkė **6.** paténkino **7.** išmintiẽs žodžiù **8.** eĩs **9.** išpažįstame **10.** pérskaityti **11.** skaistýbe **12.** paskaitýti **13.** pàžadame **14.** gyvénsite **15.** užeĩkite **16.** ateĩti **17.** mãtė, kalbėjo **18.** praẽjome **19.** išréiškiame **20.** stósime **21.** išeĩti **22.** pirmúoju, prãnašu, vadovù

H. Sentence Construction

1. Mùms reikėjo tarnáuti kitíems. Mùms reĩkia tarnáuti kitíems. Mùms reikẽs tarnáuti kitíems. **2.** Jũs sẽkėte prãnašu. Jũs sẽkate prãnašu. Jũs sèksite prãnašu. **3.** Àš dėkójau Diẽvui ùž paláiminimus. Àš dėkóju Diẽvui ùž paláiminimus. Àš dėkósiu Diẽvui ùž paláiminimus. **4.** Oksána rãšė Liūtaùrui. Oksána rãšo Liūtaùrui. Oksána rašỹs Liūtaùrui.

Dative Case

A. Decline

1. nãmui, namáms **2.** lẽlei, lėlėms **3.** Jėzui **4.** gálvai, galvóms **5.** stãlui, staláms **6.** knỹgai, knỹgoms **7.** kãtei, katėms

C. Fill In the Blank

1. jám **2.** jùms **3.** mán **4.** mùms **5.** mán **6.** jái **7.** mán **8.** táu

D. Identify the Indirect Object

1. Joseph Smith, Oliver Cowdery, Džõzefui Smitui, Olìveriui Káuderiui **2.** people, žmonėms, **3.** Him, jám **4.** Apostles, apãštalams **5.** Joseph Smith, Džõzefui Smitui **6.** Gabriẽlė, Gabriẽlėi **7**. president, prezideñtui

E. Decline

1. sūnui, sūnùms **2**. bróliui, bróliams **3.** árkliui, arkliáms **4.** žmógui, žmonėms

G. Common Errors

1. Mẽs tarnáujame ***Diẽvui. 2.** Jìs nóri padéti visíems ***žmonėms**. **3.** Mẽs dėkójame ***jám** ùž jõ pagálbą. **4.** ***Mán** patiñka skaitýti Mormòno Knỹgą. **5**. Misioniẽriai atstováuja Jėzaus Krìstaus ***bažnýčiai**. **6.** Mãno mìsijos prezideñtas liẽpė ***mùms** sèkti dvasià. **7.** Mūsų skỹriaus prezideñtas vadováuja mūsų ***skỹriui**. **8**. ***Jùms** reĩkia dažnaĩ meĩstis.

H. Error Correction

1. Mẽs **Ròbertui** dãvėme Mormõno Knỹgą. **2.** Krìkštas yrà butinas mūsų **išgélbėjimui. 3.** Mūsų besidomintỹsis pasãkė **mùms**, kàd jìs nóri keĩstis. **4.** Diẽvas sàvo **vaikáms** pàruošė plãną. **5.** Mẽs liùdysime **Ẽglei** apiẽ Diẽvą. **6.** Àš nóriu padéti **Mìndaugui**. **7.** Mẽs atvažiãvome į Líetuvą tarnáuti **žmonėms**. **8.** Rūkìmas keñkia jūsų **sveikãtai**.

I. Fill In the Blank

1. mùms **2.** apeigóms **3.** kiekvienám **4.** Džòzefui Smìtui, Oliveriuì Káuderiui **5.** vaikáms **6.** šeimóms **7.** mùms **8.** mùms

J. Scripture Activity

1. "the words of Christ will tell **(to) you** all things what ye should do" **2.** ***tíems*** means **"to those,"** ***visíems tíems*** means **"to all those" 3. didíems** iř **amžiníems tikslám 4.** We pray **to** the Father. **5.** ***kitám*** means **"to another,"** describing spiritual gifts that are given to everyone. *Example: "to another, exceedingly great faith"* **6.** visíems, pakraščiáms, vaikáms

K. Decline

1. mẽdžiui, mẽdžiams **2.** marčiai, marčióms **3.** ãkiai, akìms **4.** šãliai, šalìms **5.** dañčiui, dantìms **6.** ãkmeniui, akmenìms **7.** sẽsei, seserìms **8.** šùniui, šunìms

N. Translation

1. Jám juokìnga **2.** Jíems įdomù **3.** Mùms karštà **4.** Mán tái naudìnga **5.** Jái taĩ lengvà **6.** Jùms tái gražù **7.** Mùms šìlta **8.** Jùms taĩ nesunkù **9.** Jíems šálta **10.** Jám smagù **11.** Jái taĩ aukštà **12.** Mán nuobodù

Vocative Case

Decline

1. prezideñte **2.** Diẽve **3.** Ártūrai **4.** Nerìnga **5.** Tãdai **6.** Vitálijau **7.** vyresnỹsis **8.** seseriẽ **9.** põne

Translate

1. Tòmai, neužmiršk šiañdien skaitýti Mormòno Knỹgą. **2.** Austėja, kodẽl tù šiañdien pavėlavaĩ į pãmoką? **3.** Kęstùti, ar jūs galésite padéti mūsų pamokojè rytój vakarè? **4.** Dievè, atléisk mùms mūsų núodėmes. **5.** Károli, ar mẽs galétume užeĩti pàs jùs šį trečiãdienį? **6.** Kãjau, mẽs atsiprãšome ùž tái ,kàd užmiršom padovanóti jùms knỹgą. **7.** Gabriẽlė, ar jūs žìnote kadà autobùsas atvažiúoja?

Decline

1. Andrėjau **2.** Ãgne **3.** Donãtai **4.** Mañtai **5.** Genãdijau **6.** Kazìmierai **7.** Paũliau **8.** Jézau **9.** Gèrda

Decline

1. sáule **2.** miẽste **3.** šiukšlès **4.** mẽdi **5.** mókytojau **6.** vadõve **7.** bróli **8.** téve **9.** draũge

Commands

A. Conjugation

	Aš	Tu	Mes	Jūs	Jis/Ji/Jie/Jos
ateĩti	-	ateĩk	ateĩkime	ateĩkite	tegù(l) ateĩna
skaitýti	-	skaitýk	skaitýkime	skaitýkite	tegù(l) skaĩto
būti	-	bũk	bũkime	bũkite	tegù(l) bũna
turéti	-	turék	turékime	turékite	tegù(l) tùri
eĩti	-	eĩk	eĩkime	eĩkite	tegù(l) eĩna
válgyti	-	válgyk	válgykime	válgykite	tegù(l) válgo
miegót	-	miegók	miegókime	miegókite	tegù(l) miẽga
dúoti	-	dúok	dúokime	dúokite	tegù(l) dúoda

B.Conjugation

1. giedókime **2.** meĩskites **3.** galvókite **4.** skélbk **5.** atveřskite **6.** meĩskimės **7.** mókykite **8.** nepraràskite

C. Fill in the Blank

1. atsakýkite **2.** pasilìkime **3.** galvókite **4.** priim̃k **5.** padékime

D. Negated Verbs

1. padékite, nepadékite **2.** tegù dãro, tegù nedãro **3.** mókykime, nemókykime **4.** kalbék, nekalbék **5.** mèskite, nemèskite

E. Convert Questions to Commands

1. Ateĩkite į bažnýčią. **2.** Meĩskitės Diẽvui. **3.** Perskaitýkite skỹrių Mormòno Knỹgoje. **4.** Padék mán. **5.** Aplankýkime Birùtę. **6.** Meĩskimės. **7.** Eĩkime greičiaũ. **8.** Pasakýkite mán jũsų telefòno nùmerį.

F. Translation

1. Skaitýkite nuõ čià ikì čià. **2.** Teguĩ bũna. **3.** Mókykime pìrmąją pãmoką. **4.** Paláuk mãnęs! **5.** Prašaũ paláimink Kucinų šeĩmą. **6.** Padék jíems supràsti evangèliją. **7.** Ateĩkite sù mumìs! **8.** Suteĩk mùms stiprýbės. **9.** Vèsk mùs liñk tiesõs. **10.** Prašaũ, sekmãdienį ateĩkite į bažnýčią. **11.** Skaitýkime Mormòno Knỹgą kasdiẽn! **12.** Prašaũ, perskaitýkite šiàs eilutės ìš Evangèlijos pagal Joną.

G. Common Errors

1. *Žinókite, jóg Diẽvas mýli jùs. **2. *Kaĩbėkime** sù juõ apiẽ dešimtìnės įstãtymą. **3. *Skaitýk** šią eilùtę. **4.** Prašaũ, ***pasidalìnkite** sàvo jausmaĩs. **5. *Neskaitýk** nepasimeldus. **6. *Atgailáukite.**

H. Error Correction

1. Correct. **2.** Ar̃ tù galì suràsti màno bãtą? **3.** Correct. **4.** Neišléiskite daugiaũ pinigũ negù jũs uždìrbate. **5.** Ar̃ jũs suprañtate?

I. Scripture Activity

1. *Nusigrę̃žkite nuõ sàvo núodėmių?* is a command to "turn away from your sins." **2.** The negated form of *tikêkite* is *netikêkite*. **3.** Answers may vary.

M. Conjugation

	Aš	Tu	Mes	Jūs	Jis/Ji/Jie/Jos
1. sùktis	-	sùkis	sùkimės	sùkitės	tegù(l) sùkasi
2. šypsótis	-	šypsókis	šypsókimės	šypsókitės	tegù(l) šypsósi
3. keĩstis	-	keĩskis	keĩskimės	keĩskitės	tegù(l) keĩčiasi
4. praũstis	-	praũskis	praũskimės	praũskimės	tegù(l) praũsiasi
5. skų́stis	-	skų́skis	skų́skimės	skų́skitės	tegù(l) skų́ndžiasi
6. juõktis	-	juõkis	juõkimės	juõkitės	tegù(l) juõkiasi
7. meĩstis	-	meĩskis	meĩskimės	meĩskitės	tegù(l) meĩdžiasi
8. krìkštytis	-	krìkštykis	krìkštykimės	krìkštykitės	tegù(l) krìkštijasi

Review: Expressing Desire, Need, Preference, etc.

Error Correction

Daũgelio kultũrų žmónės laĩko ar̃ gárbina objektùs, kuriẽ prìmena **jíems** Dievýbę ar̃ prótėvius. Kartaĩs tiẽ objèktai, **pãvyzdžiui** statulẽlės, religiniai simbolai ar̃ mãžos šventyklẽlės, gãli bũti jų̃ gárbinimo dẽmesio centrù. **Padékite jíems** supràsti, jóg Viẽšpats įsãkė **mùms** negárbinti stabų̃. **Parãginkite** juõs pašãlinti ìš namų̃ bèt kókį objèktą, kurĩ jiẽ gárbina ar̃ **kuriám** meĩdžiasi. **Padékite jíems** suteĩkti sàvo tikėjimą ir̃ gárbinimą į Dañgiškąjį Tévą ir̃ Jézų Krìstų. **Mókykite** juõs, jóg sugrąžìntoji Jézaus Krìstaus Evangèlija koncentrúojasi į gývąjį Krìstų.

Error Correction

Mãno **mylimì bróliai** ir̃ **sẽserys**, mãno **draugaĩ**, džiùgu šiañdien bũti sù jumìs. Mùs liũdina trỹs tùščios viẽtos añt pakylõs. Ĩgimės prezideñto Pãkerio, vyrèsniojo Pèrio ir̃ vyrèsniojo Skòto. Mýlime juõs ir̃ meĩdžiame geróvės jų̃ **šeimóms**.

Translation

1. Jùms reĩkia meĺstis. **2.** Prašaũ, bũkite stìprūs iř pasireñgę įveĩkti vìską, kàs gãli atiḿti jũsų amžinýbės paláiminimus. **3.** Daũgeliui kỹla kláusimas: „Kodẽl mẽs čià?“ **4.** Prisimiñkime kàd jéigu výkdysime įsãkymus, bũsime apsáugomi, iř bũsime rãmūs. **5.** Atràskime dieviškùmą savyjè. **6.** Štaĩ, jéigu jiẽ netikẽs màno žõdžiais, jiẽ netikẽs iř tavimì, màno tarnè Džòzefai, nèt jéi iř galétum paródyti jíems visà tái, kã àš táu ĵteikiau. **7.** Helámai, àš krìkštiju tavè, bũdamas įgaliótas visagãlio Diẽvo. **8.** Pasisémkime drąsõs ìš sàvo mókslų iř meĺskimės kaĩp Pẽtras. **9.** Ař jũsų maldóms vadováuja Šventóji Dvasià? **10.** Bũkite pasiruõšę liùdyti bèt kuriám žmógui. **11.** Susitikdamì sù mažà aktyviaĩs nariaĩs, paprašýkite jų papãsakoti sàvo atsivertìmo istòrijas. **12.** Diẽvas sùteikė Adõmui iř Iẽvai laĩsvą vãlią. **13.** Atsiprašaũ ponè, ař galétume mẽs trumpaĩ kalbéti sù jumìs. **14.** Diẽvas apsiréiškė Džòzefui. **15.** Aũdriau, ař sèksite Jézaus Krìstaus pãvyzdžiu priiḿdamas krìkštą? **16.** Diẽvas mùs mýli iř padẽs mùms pasiriñkti teisìngai. **17.** Tėvè, kurìs esì dangujè, teesìe šveñtas tàvo vařdas. **18.** Vadováujamas Tévo, Jézus Krìstus sukũrė žẽmę kaĩp viẽtą mùms gyvénti. **19.** Õ karãliau, šiañdien esù labaĩ dėkìngas Diẽvui, kàd vìs dár esù gývas. **20.** Õ jũs, gražíeji sũnūs iř dùkros, jũs, tėvaĩ iř motinõs, jũs, výrai iř žmónos, jũs, gražuõliai, kaĩp gì jũs galéjote krìsti! **21.** Todẽl, mãno brángūs draugaĩ, mãno mylimì Diẽvo kunigỹstės bróliai, turékite drąsõs tikéti, nenusigą̃skite, víen tikékite iř iḿkite pãvyzdį ìš Daniẽliaus.

Fill In the Blank

1. mùms **2.** sèkite **3.** visám laĩkui **4.** Teguĺ **5.** Tòmai **6.** šventíesiems **7.** Prašýkite **8.** keturíems, sūnùms, šeimóms **9.** Hairumaì **10.** kalbék **11.** teguĺ **12.** mùms **13.** Džòzefai **14.** táu, tařnui Džòzefui **15.** Vyresnỹsis Steretaì **16.** tarnè Frederikai G. Viljamsai **17.** Bróliai, sẽserys **18.** Teguĺ **19.** trìms dienóms **20.** Žveĺkite, darýkite **21.** Sidnì, Parlì, Lymanaì

Command Form

1. meĺskis, meĺskimės, meĺskitės **2.** padék, padékime, padékite **3.** skaitýk, skaitýkime, skaitýkite **4.** sèk, sèkime, sèkite **5.** prisimiñk, prisimiñkime, prisimiñkite **6.** stók, stókime, stókite **7.** paklùsk, pakluskime, paklùskite **8.** tikék, tikékime, tikékite **9.** láuk, láukime, láukite **10.** rašýk, rašýkime, rašýkite

Subjunctive

Conjugation

	Àš	Tù	Mẽs	Jũs	Jìs/Jì/Jiẽ/Jõs
1. galéti	galéčiau	galétum	galétume	galétumėte	galétų
2. klausýti	klausýčiau	klausýtum	klausýtume	klausýtumėte	klausýtų
3. mókyti	mókyčiau	mókytum	mókytume	mokytumėte	mókytų
4. bũti	bũčiau	bũtum	bũtume	bũtumėte	bũtų
5. skaitýti	skaitýčiau	skaitýtum	skaitýtume	skaitýtumėte	skaitýtų
6. manýti	manýčiau	manýtum	manýtume	manýtumėte	manýtų
7. krìkštyti	krìkštyčiau	krìkštytum	krìkštytume	krìkštytumėte	krìkštytų
8. prašýti	prašýčiau	prašýtum	prašýtume	prašýtumėte	prašýtų
9. atsakýti	atsakýčiau	atsakýtum	atsakýtume	atsakýtumėte	atsakýtų

Common Errors

1. Jũs ***skaitýtumėte** Mormõno Knỹgą. **2.** Jìs nóri, ***kàd mẽs bũtume** laimìngi **3.** Jis stropiai ***tarnáutų. 4.** Tù ***liùdytum** apiẽ Jézų Krìstų. **5.** Misioniẽriai ***pasiruõštų. 6. *Atnèščiau** sàvo lankstinùką. **7.** Mes nórėtume, kàd jũs ***skaitýtumėte** šią eilùtę gařsiai.

Error Correction

1. Jũs geriaũ supràstumėte Diẽvą, jéigu jũs **skaitýtumėte** Bìbliją. **2.** Àš **prašýčiau** stiprýbės. **3.** Correct. **4.** Jìs žinójo, kàd jõ vaikaĩ priimtų Krìstų, jeigu būtų čia. **5.** Mẽs **padétume** táu, jéigu mums léistum. **6.** Mẽs **norétume** ateĩti. **7.** Correct. **8.** Išmintiẽs Žõdis yrà dúotas mùms, **kàd padétų** mùms sveikaĩ gyvénti

Translation

1. Mẽs galétume užkálbinti daugiaũ žmoniũ autobusè. **2.** Mẽs turétume visadà meĩstis. **3.** Diẽvas mùms atléistų jéigu mẽs atgailáutume. **4.** Karãliaus Lamõnio tévas atidúotų vìsą savo karalỹstę, kàd pažìntų Diẽvą. **5.** Àš eĩčiau jéigu turėčiaũ laĩko. **6.** Kadà vẽl galétume susitìkti?

Scripture Activity

1. gáutume, galétume, galétume. It is not always necessary to have a subject pronoun before the subjunctive verb, as is demonstrated by the use of ***galėtume*** in verse 20. The subject pronoun ***mẽs*** is implied by the ending ***-tume.*** **2.** Jéi nebũtų berìbio apmokéjimo . . . šìs gendamùmas negalétų apsireñgti negendamumù, pirmàsis teĩsmas pasilìktų amžinaĩ, kũnas tùri bũti paguldýtas į žẽmę pũti iř ìrti, mẽs nebeprisikéltume. **3.** ***idañt***—"in order," "in order that," a rare replacement for the conjunction ***kàd*** **4.** Vs. 14 "Todẽl Amònas atsisùko į karãlių iř tãrė jám: Kõ **(tù)** norétum, kàd **(àš)** padaryčiaũ dẽl tavẽs, õ karãliau? Iř karãlius jám neatsãkė vãlandą laĩko pagaĩ jũ laĩką, nès nežinójo, kã jám **(jìs)** turétų sakýti."

Translation

1. Mẽs skrìsime į Líetuvą, kàd galétume pasidalìnti sàvo liùdijimais sù kitaĩs. **2.** Mán reĩkia kalbéti lietùviškai, kàd galėčiau drąsiai liùdyti Lietuvojè. **3.** Viẽšpats nóri kàd mẽs jám paklũstumė, kàd jìs galétų mùs paláiminti. **4.** Jì meĩdžiasi, kàd jì jaũstų Dvãsios įtaką. **5.** Àš nóriu, kàd Grãžvydas ateĩtų į bažnýčią šią saváitę.

Asking Questions

Create Questions with Ar

1. Ař mẽs tùrime prãnašą? **2.** Ař Mormono Knygà yrà Diẽvo žõdis? **3.** Ař mẽs susitìksime sù Marìja añtrą vãlandą? **4.** Ař krìkštas yrà svarbùs? **5.** Ař Šventóji Dvasià vẽda mùs teisìngai pasiriñkti?

Ar vs. *Jéigu*

1. jéigu **2.** ař **3.** ař **4.** jéigu **5.** jéigu **6.** jéigu **7.** ař **8.** jéigu **9.** ař **10.** jéigu, ař **11.** ař **12.** jéigu **13.** jeigũ **14.** ař

Translation

1. Mẽs ẽjome į bažnýčią sužinóti ař skỹriaus prezideñtui reikéjo pagálbos. **2.** Mẽs norėjome patvìrtinti ař vìs dár šiañdien susitìksime sù jumìs. **3.** Jéigu jũs ateĩsite į bažnýčią, jũs susipažìnsite sù daugiaũ Lietùvių bažnýčios nariaĩs. **4.** Jéigu jũs skaitýsite skỹrių, jũs suràsite atsãkymą į sàvo kláusimą. **5.** Mẽs nežìnome ař gãlime susitìkti añtrą vãlandą. **6.** Jéigu atgailáusime, mẽs gyvénsime sù Dievù. **7.** Jéigu mankštìnsimės rytaĩs, mẽs gáusime daugiaũ enèrgijos. **8.** Prãnašas móko tiesõs jéigu jìs yrà pàšauktas Diẽvo. **9.** Jéigu jũs skaitýsite šią knỹgą, jùs sužinósite, kàd Džozefas Smìtas bùvo prãnašas. **10.** Jéigu Mormono Knygà yrà tikrà, tadà Džozefas Smìtas bùvo Diẽvo prãnašas.

Common Errors

1. kienõ **2.** kã **3.** kóks **4.** kàs **5.** paprašýti **6.** kuř **7.** kadà **8.** kuõ **9.** kókias **10.** kaĩp

Error Correction

1. Àš nóriu žinóti, **ař** jám įdomù išmókti apiẽ evangèliją. **2. Kokià** yrà jũsų mėgstamiáusia spalvà? **3. Kíek** pàs jùs yrà vaikũ? **4.** Correct. **5. Jéigu** studijúosime, geriaũ žinósime kõ mókyti. **6. Kàs** bùvo Adõmas iř Ievà?

Matching

1. kóks tìkslas **2.** kókios knỹgos **3.** kokiũ įsãkymų **4.** kókį tikėjimą **5.** kokià bažnýčia **6.** kokiẽ pranašaĩ **7.** kokiomìs aplinkýbėmis **8.** kókią méilę

Adjectives

Nominative

Masculine or Feminine?

1. Masculine, Singular **2.** Feminine, Singular **3.** Masculine, Plural **4.** Masculine, Plural **5.** Masculine, Singular **6.** Feminine, Singular **7.** Feminine, Singular **8.** Feminine, Plural **9.** Feminine, Singular **10.** Masculine, Singular **11.** Masculine, Singular **12.** Feminine, Plural

Matching

1. lýgūs keliaĩ **2.** áukštas brólis **3.** įdomiõs knỹgos **4.** gražì mašinà **5.** švarùs vanduõ **6.** júodas bãtas **7.** naĩrsūs misioniẽriai **8.** paklusnùs misioniẽrius **9.** stiprùs mẽdis **10.** laimìngi žmónės **11.** medìnė kėdẽ

Common Errors

1. Óras yrà labaĩ ***šáltas** šiañdien. **2.** Mũsų besidomintysis yrà labaĩ ***nuoširdùs.** **3.** Jì yrà labaĩ ***paklusnì** misioniẽrė. **4.** Mũsų dárbas yrà ***sunkùs.** **5.** Jõs nóri bũti ***vertõs** eĩti Į̃ šventỹklą. **6.** Jézaus Krìstaus evangèlija yrà ***teisìngas** kẽlias. **7.** Diẽvas yrà ***laimìngas** kaĩ mẽs reñkamės tiẽsą.

Genitive

Fill In the Blank

1. Mẽs, kaĩp misioniẽriai, netùrime mókyti **naujõs** doktrìnos, tìk týrą Krìstaus doktrìną. **2.** Džózefas Smìtas gyvẽno **dìdelio** relìginio sujudìmo Jungtìnių Amèrikos Valstìjų rytuosè laikaĩs. **3.** Kiekvíeną vãkarą galvókite kaĩp jũs sẽkančią diẽną galėtumėte padarýti daugiaũ **gẽro** darbũ. **4. Sẽnojo** Testameñto prãnašas Abraõmas mokėjo dešimtìnę nuõ vìso sàvo tuĩto. (Álmos 13:15) **5.** Sugrąžìnimas rỹškiai išsìskiria tamsiamè **dìdžiojo** atsimetìmo fonè. **6. Mažũ** vaikũ krìkštyti nereĩkia, nès jiẽ išperkamì peř Jézaus Krìstaus malónę. **7.** Kìtą saváitę atvažiuõs daũg **jaunũ** misioniẽrių. **8.** Àš niekadà nesù paragãvęs **juodõs** dúonos.

Common Errors

1. Atmintinaĩ išmoktõs frãzės iř Rãštų eilùtės padẽs išvéngti klaidũ, tačiaũ neturėtumėte sakýti ***ilgũ** išmoktũ ìštraukų **2.** Mũsų ***mãžo** skỹriaus sąrašè mẽs rãdome Brólio Ramanáusko sẽserį. **3.** Mañtas tróško ***stipraũs** tikėjimo Krìstumi. **4.** Apiẽ tám ***tìkro** įsãkymo tikrùmą sužìnome jõ laikýdamiesi. **5.** Mókymas yrà ***vìso** misioniẽriško dárbo esmẽ. **6. *Dìdelio** pãstato viduryjè mẽs surãdome Akvìlę. **7.** Niekadà ***niẽko panašaũs** nesù mãtęs.

Translate

1. Jūsų ikižemiškojo gyvẽnimo metù jùs mókė prìncipų iř įsãkymų, kuriẽ vẽda liñk láimės. **2.** Šetonas guñdė Ãdomą iř levą válgyti ùždraustojo vaĩsiaus, iř jiẽ pasiriñko taĩ padarýti. **3.** Tìk priẽmę krìkštą iř Šventósios Dvãsios dóvaną gãlime gáuti sàvo núodėmių atleidìmą. **4.** Sẽnojo Testameñto istòrijos pàdeda mùms labiaũ supràsti Viẽšpaties plãną. **5.** Tiẽ, kuriẽ pažeĩdžia skaistýbės įstãtymą, pàtiria ilgalaĩkį gėdos iř kaltẽs jaũsmą. **6.** Yrà labaĩ svarbù mókyti žmónes tikrõsios doktrìnos. **7.** Tiẽ, kuriẽ ignorúoja, àtmeta ař iškraĩpo Evangèliją, negáuna Diẽvo núostabų paláiminimų.

Dative

Error Correction

1. Bažnýčios nariáms patariamà bũti **geríems** piliẽčiams. **2.** Diẽvas žinójo jóg jõ vařdas bùs naudójamas gerám iř **piktám. 3.** “Bèt štaĩ mãno **dideliám** džiaũgsmui, nẽ vienà síela iš jũ nežùvo.” (Álmos 56:56) **4.** Diẽvas mùms įsãkė nèšti šią Evangèliją **visám** pasáuliui. **5.** Šventóji Dvasià atveřs jūsų prõtą iř šìrdį **didèsnei** šviẽsai iř supratìmui. **6.** Gyvéndami žẽmėje mẽs tùrime ruõštis mũsų **amžinájam** gyvẽnimui.

Fill In the Blank

1. Mẽs **ilgám** neužtrùksime. **2.** Kaĩp pórininkai, bũkite pasireñgę nusiléisti **víenas kitám. 3.** Mẽs tùrime bũti visadà pasiruõšę šìtam **svarbiám** dárbui. **4.** Bùvo sąmyšis dẽl tõ ,kàd niẽkas netikéjo jóg tokiám **jaunám** žmógui galéjo apsiréikšti Diẽvas iř Jézus Krìstus. **5.** Kalbõs mókymosi plãnas padẽs tiẽk **naujám**, tiẽk **senám** misioniẽriui. **6.** Àš nemanaũ jóg mūms užtèks laĩko **pakutiniam** skambùčiui. **7.** Naujaĩ atsivertusysis, kurìs netikétai nustója lankýti Bažnýčią, galéjo vẽl pasidúoti **sẽnai** priklausomýbei iř jaũčiasi nevẽrtas beĩ nusivýlęs.

Accusative

Decline

	Adjective	Masc. Singular	Masc. Plural	Fem. Singular	Fem. Plural
1.	gẽras, gerà	gẽrą	gerùs	gẽrą	gẽras
2.	dìdelis, dìdelė	dìdelį	dìdelius	dìdelę	dìdeles
3.	júodas, juodà	júodą	júodus	júodą	júodas
4.	malonùs, maloni	malõnų	malonùs	malõnią	maloniàs
5.	mãžas, mažà	mãžą	mažùs	mãžą	mãžas
6.	jáunas, jaunà	jáuną	jáunus	jáuną	jáunas
7.	ìlgas, jaunà	ìlgą	ìlgus	ìlgą	ìlgas
8.	raudónas, raudóna	raudóną	raudónus	raudóną	raudónas
9.	sènas, senà	sèną	senùs	sèną	sènas
10.	juokìngas, juokìnga	juokìngą	juokìngus	juokìngą	juokìngas
11.	protìngas, protìnga	protìngą	protìngus	protìngą	protìngas
12.	neįtikétinas, neįtikétina	neįtikétiną	neįtikétinus	neįtikétiną	neįtikétinas

Fill In the Blank

1. Svarbì Diẽvo plãno dalìs bùvo taĩ, kàd jūs galétumėte ateĩti į šią **nuostãbią** žẽmę **2.** Víena ìš mūsų atėjìmo į žẽmę priežasčių bùvo, kàd mẽs galétume gáuti **fizinį** kūnà. **3.** Mẽs tùrime naudóti sàvo **brángų** laĩką labaĩ išmintìngai. **4.** Misioniẽriai žmonéms nẽša **gẽrąją** naujíeną. **5.** Kaĩ àš užáugsiu àš nóriu pastatýti **dìdelį** nãmą màno šeĩmai. **6.** Neužmiřškite pasiimti sù savimì sàvo **báltus** drabužiùs. **7.** Ař jūs gãlite mán papãsakoti apiẽ tą **mélyną** knỹgą, kurią jūs visadà sù savimì nešiojates? **8.** Labà dienà! Ką jūs veĩkiate šį **nuostãbų** vãkarą?

Translate

1. Diẽvas tùri šlovìngą iř tóbulą kūną ìš mėsõs iř káulų. **2.** Mẽs jaučiames artì Dañgiškojo Tévo peř nuošiřdžią maĩdą. **3.** Žmónės tùrėtų kùrti stiprùs ryšiùs sù Dievù iř sàvo šeimà. **4.** Tiẽsą apiẽ Mormono Knỹgą mẽs gãlime sužinóti peř Šveñtąją Dvãsią. **5.** Diẽvas pàrengė mùms tóbulą plãną. **6.** Darýdami misioniẽrišką dárbą mẽs tùrime visadà prisimiñti mūsų galutìnį tìkslą. **7.** Šeimõs ařdymas atnèš asmenìms, bendrúomenėms iř tautóms dìdeles neláimes, išpranašáutas senóvės iř šiuolaikìnių pranašũ. **8.** Mūsų besidõmintieji tùri surąsti gilùs liùdijimus.

Instrumental

Decline

Adjective	Masc. Singular	Masc. Plural	Fem. Singular	Fem. Plural
1. gẽras, gerà	gerù	geraĩs	gerà	geromìs
2. dìdelis, dìdelė	dìdeliu	dideliaĩs	didelia	dideliomis
3. júodas, juodà	júodu	juodaĩs	juodà	juodomìs
4. malonùs, maloni	maloniù	maloniaĩs	malonià	maloniomìs
5. mãžas, mažà	mažù	mažaĩs	mažà	mažomìs
6. jáunas, jaunà	jáunu	jaunaĩs	jaunà	jaunomìs
7. ìlgas, jaunà	ìlgu	ìlgais	ilgà	ilgomìs
8. raudónas, raudóna	raudónu	raudónais	raudóna	raudónomis
9. sènas, senà	senù	sènais	senà	senomìs
10. juokìngas, juokìnga	juokìngu	juokìngais	juokìnga	juokìngomis
11. protìngas, protìnga	protìngu	protìngais	protìnga	protìngomis
12. neįtikétinas, neįtikétina	neįtikétinu	neįtikétinais	neįtikétina	neįtikétinomis

Common Errors

1. Kaĩp vadõvui, yrà labaĩ svarbù buti ***gerù** pãvyzdžiu kitíems misioniẽriams. **2.** Rãštai šį atsiskyrimà vadìna ***dvãsine** mirtimì. **3.** Viẽšpats nóri, kàd misioniẽriai prižiūrétų sàvo rajòną sù méile iř ***dìdeliu** rūpesčiu. **4.** Džòzefas bùvo ***gývu** Viẽšpaties Jézaus Krìstaus liūdijimu. **5.** Mẽs gãlime suspéti jéigu mẽs važiúosime ***kitù** autobusù. **6.** Diẽvas gẽrisi mūsų ***didelėmis** pastangómis. **7.** Visì žmónės yrà apdovanóti ***laisvà** valià.

Error Correction

1. Diẽvo plãnas yrà vadìnamas **gailestìngu** planù. **2.** Núodėmė, kártu sù **fizine** mirtimì, yrà pagrindìnė kliūtis grįžti Diẽvo akìvaizdon. **3.**Tikéjomės smagiaĩ praléisti diẽną sù **geraĩs** draugaĩs. **4.** Mẽs turétume eĩti į šventỹklą sù **šviesiomìs** mintimìs. **6.** Pamokosė kartaĩs tìk užteñka pasidalìnti jūsų **pàprastu** liùdijimu, kàd pakviẽstų Šveñtąją Dvãsią. **7. Ramiomìs** dienomìs àš turiù daugiaũ laĩko atsipalaidúoti.

Locative

Decline

Adjective	Masc. Singular	Masc. Plural	Fem. Singular	Fem. Plural
1. gẽras, gerà	geramè	geruosè	gerojè	gerosè
2. dìdelis, dìdelė	dideliamè	dideliuosè	didelioje	dideliose
3. júodas, juodà	juodamè	juoduosè	juodoje	juodose
4. malonùs, maloni	maloniamè	maloniuosè	maloniojè	maloniose
5. mãžas, mažà	mažamè	mažuosè	mažojè	mažosè
6. jáunas, jaunà	jaunamè	jaunuosè	jaunojè	jaunosè
7. ìlgas, jaunà	ilgamè	ìlguose	ilgojè	ilgosè
8. raudónas, raudóna	raudóname	raudónuose	raudónoje	raudónose
9. sènas, senà	senamè	sènuose	senojè	senosè
10. juokìngas, juokìnga	juokìngame	juokinguose	juokìngoje	juokìngose
11. protìngas, protìnga	protìngame	protìnguose	protìngoje	protìngose
12. neįtikétinas, neįtikétina	neįtikétiname	neįtiketinuose	neįtikétinoje	neįtikétinose

Error Correction

1. Yrà svarbù aptarÌti iř sprę́sti sunkumùs mů̃sų **jaunojè** apýgardoje. **2.** Misioniẽrius tùri bů̃ti pasiruošes liūdýti **įvairiosè** situãcijose. **3.** Daũg lengviaũ jaũsti Dvãsią kaĩ stóvi **šventojè** viẽtoje. **4.** Mẽs tùrime ieškóti Viẽšpaties paláiminimus **visosè** gyvẽnimo sritysè. **5.** Prãnas gyvẽna šiamè **dideliamè** namè. **6. Kitamè** apýgardos susiriñkime pakláuskite patýrusio geraĩ kalbą mókančio misioniẽriaus, ką̃ jìs ař jì dãrė, kàd išmóktų kalbą. **7.** „Jū vardaĩ bůdavo užrãšomi, idañt juõs atsimiñtų iř maitìntų gerúoju Diẽvo žodžiù, kàd išlaikýtų juõs **teisìngame** kelyjè“ (Moròmio 6:4).

Translation

1. Gyvéndami pagalÌ evangèliją jūs dažnaĩ jáusite vìltį iř prãsmę šiamè neramiamè pasáulyje. **2.** Mẽs suñkiai dìrbame šiojè žẽmėje, kàd galétume paveldéti gyvẽnimą Celestialinėje karalỹstėje. **3.** Jézus šiamè laikìniajame gyvẽnime mů̃sų gėdą pakeĩs ramýbe iř láime. **4.** Mãno sunkiamè gyvẽnimo kelyjè àš suprataũ jóg Diẽvas mýli visùs sàvo vaikùs. **5.** Šventuõsiuose Rãštuose yrà užrašýti Diẽvo žõdžiai. **6.** Šventỹkloje yrà malonù matýti žmónes baltuosè drabùžiuose. **7.** Sunkiosè situãcijose, yrà labaĩ svarbù kàd Dvasià bů̃tų sù jumìs.

Adverbs

LEVEL 1. Adverbs

Adjective to Adverb

1. Įdomiaĩ **2.** Ramiaĩ **3.** Teisìngai **4.** Greĩtai **5.** Lietùviškai **6.** Svařbiai **7.** Patogiaĩ **8.** Išdidžiaĩ **9.** Geraĩ **10.** Maloniaĩ **11.** Protìngai **12.** Tobulaĩ

Fill In the Blank

1. laimìngai **2.** karštaĩ **3.** nesavanaũdiškai **4.** daũg **5.** vìsiškai **6.** maloniaĩ **7.** tỹliai **8.** ištikimaĩ **9.** nuoširdžiaĩ **10.** amžinaĩ

Find the Adverb

1. gařsiai **2.** tỹliai **3.** greĩtai **4.** visadà **5.** geraĩ **6.** ramiaĩ **7.** kañtriai **8.** áiškiai **9.** laimìngai **10.** daũg

Translation

1. Mán labaĩ patiñka mókyti. **2.** Mẽs pagarbiaĩ prìimame Sakrameñtą. **3.** Àš geraĩ pažįstu sàvo pórinink(ą/ę). **4.** Àš visadà meldžiúosi, kàd Dvasià bů̃tų sù manimì. **5.** Diẽvas mùs láimina materialiaĩ iř dvãsiškai. **6.** Kaĩp jūs gãlite kañtriai išvérti ikì gãlo? **7.** Àš nóriu trumpaĩ paáiškinti šį prìncipą. **8.** Aurèlija gražiaĩ giedòja bažnýtines gíesmes. **9.** Àš labaĩ nóriu išmókti daugiaũ apiẽ apmokéjimą. **10.** Mùms reĩkia ištikimaĩ laikýtis įsãkymų, kàd gáutume atleidìmą.

Common Errors

1. Jìs nóri ***greĩtai** susitìkti. **2.** Kàd ***geraĩ** suprastumè raštùs, tùrime juõs skaitýti. **3.** Krìstus ***kañtriai** láukia mů̃sų. **4.** Mùms reĩkia ***dažnaĩ** eĩti į̃ šventỹklą. **5.** Mormòno Knygà mùs ***áiškiai** móko. **6.** Dabartìnis prãnašas ***strõpiai** tarnáuja mùms.

Error Correction

1. Mán **puĩkiai** sẽkasi. **2.** Jūs labaĩ **greĩtai** kalbate. **3.** Šventóji Dvasià **gařsiai** nèkalba. **4.** Correct. **5.** Skỹriaus prezideñtas **nuolankiaĩ** tarnáuja bažnýčios nariáms. **6.** Àš nóriu **tobulaĩ** kalbéti lietùviškai. **7.** Mikroautobùsai važiúoja labaĩ **greĩtai**.

Scripture Activity

1. ***Geraĩ*** means "well." **2.** ***Atsargiaĩ*** ends in ***-iai*** rather than ***-ai*** because the root word is ***atsargùs***. All ***-us*** adjectives take on the ending ***-iai*** when changed to adverbs. ***Atsargiaĩ*** means "carefully." **3.** ***Jaunuõliai*** is a noun rather than an adverb. It is the plural form of ***jaunuõlis. Nepaprastaĩ*** is the only adverb found in this verse. **4.** ***Greĩtai*** is the only adverb found in this verse. ***Greĩtai*** means "quickly." **5.** ***Strõpiai*** and ***teĩsiai*** are the adverbs found in this verse. ***Váikščioti teĩsiai*** means "to walk uprightly."

LEVEL 2. Comparative Adverbs

Form Comparative Adverbs

1. mãžas, mažaĩ, mažiaũ **2.** gẽras, geraĩ, geriaũ **3.** nuolankùs, nuolankiaĩ, nuolankiaũ **4.** gražùs, gražiaĩ, gražiaũ **5.** ìlgas, ilgaĩ, ilgiaũ **6.** blõgas, blogaĩ, blogiaũ **7.** leñgvas, lengvaĩ, lengviaũ **8.** nuostabùs, nuostabiaĩ, nuostabiaũ **9.** greĩtas, greĩtai, greičiaũ **10.** stropùs, strõpiai, stropiaũ **11.** sunkùs, suñkiai, sunkiaũ **12.** išmintìngas, išmintìngai, išmintingiaũ

Translation

1. Rãdvilė nóri geriaũ supràsti apmokėjimo prãsmę. **2.** Mùms bùs lengviaũ turéti gerùs sántykius jéi laĩkomės skaistýbės įsãkymo. **3.** Màno pórininkas kalba greičiaũ (negù àš/ùž manè). **4.** Kaĩ Paũlius gyvẽna árčiau Diẽvo, jìs geriaũ supranta ámžinąjį plãną. **5.** Genãdijus gãli bégti greičiaũ (negù àš/ ùž manè). **6.** Jéi nórime sugrĮžti pàs Diẽvą mẽs tùrime išmintingiaũ pasiriñkti negù ẽsame pasiriñkę praeityjè. **7.** Àš blogiaũ jaučiuosi nusidéjęs. Mán reĩkia greičiaũ atgailáuti.

Common Errors

1. Tùrime dìrbti ***stropiaũ** **2.** Àš ***arčiaũ** gyvenù bažnýčios neĩ jũs. **3.** Pranašaĩ rãgina mùs ***karščiaũ** meĩstis **4.** Ištvérti ikì gãlo tam̃pa ***lengviaũ** sù Krìstumi. **5.** Tìkintieji ***ištikimiaũ** laĩkosi įsãkymų. **6.** Misioniẽriai tùri ***drąsiaũ** pakviẽsti besìdominčiùosius krìkštytis.

Error Correction

1. Dvasià kalba **tyliaũ** negù pasáulis. **2.** Jéi **stropiaũ** studijúosime**,** mẽs **geriaũ** išmóksime lietùvių kalbą. **3.** Jéigu besìdomintieji skaitýtų Mormòno Knỹgą ir meĩstųsi kasdiẽn, jiẽ **greičiaũ** gáutų liùdijimą. **4.** Prašaũ, kalbékite **lėčiau 5.** Correct. **6.** Šventóji Dvasià pàdeda žmonéms **geriaũ** supràsti evangèliją.

Scripture Activity

1. Álmos 10:25—"Bèt Amulèkas ìštiesė sàvo rañką ir **garsiaũ** šaũkė jíems, sakýdamas . . ." (English equivalent: ***louder / more mightily***) **2.** Álmos 60:10—"Ir̃ dabar̃, mãno mylimì bróliai,—nès jũs tùrite bũti mylimì; taĩp, ir̃ jũs turéjote **stropiaũ** parãginti savè dẽl šìtų žmoniũ geróvės ir̃ láisvės. (English equivalent: ***more diligently***) **3.** Álmos 53:5—"Dabar̃ Moròmis turéjo veřsti lamanìtus dìrbti, kadángi dìrbančius juõs bùvo **lengviaũ** sáugoti . . ." (English equivalent: ***easier***) **4.** D&S 59:9—"Ir̃ kàd galétum **geriaũ** išsisáugoti nesusitẽpęs pasáuliu, eĩsi Į maldõs namùs ir̃ atnašáusi sàvo sakramentùs mãno šveñtą diẽną;" (English equivalent: ***better / more fully***) **5.** D&S 88:124—"Liáukitės miegóti **ilgiaũ** neĩ reĩkia." (English equivalent: ***longer***)

LEVEL 3.

Form Superlative Adjectives

1. mažiáusiai **2.** puikiáusiai **3.** nuolankiáusiai **4.** brangiáusiai **5.** išdidžiáusiai **6.** darbščiáusiai **7.** normaliáusiai **8.** sunkiáusiai **9.** lengviáusiai **10.** ilgiáusiai **11.** pigiáusiai **12.** stropiáusiai **13.** išmintingiáusiai **14.** gabiáusiai **15.** geriáusiai **16.** paklusniáusiai **17.** dosniáusiai **18.** daugiáusiai

Scripture Activity

1. ***Maloniáusiai*** is a superlative adverb, ***gausiaũ*** is a comparative adverb, and ***geresnì*** is a comparative adjective. **2**. ***Galiáusiai*** is a superlative adverb meaning "finally." **3. *Labiáusiai*** is a superlative adverb. If ***labiáusiai*** were in its original adverb form, it would be ***labaĩ*. 4. *Paprasčiáusiai*** is a superlative adverb, whereas ***geriaũ*** is a comparative adverb.

Common Errors

1. Misioniẽriai tùri ***kuo geriaũ** mókytis Lietùvių kalbõs. **2.** Láukiame diẽnos kadà Diẽvas leĩs mùms ***maloniaĩ** įeĩti į̃ celestinalinę karalỹstę. **3. *Dažniáusiai** mẽs susìrenkame sekmãdieniais bažnýčioje dešiı̃mtą vãlandą. **4. *Paprastaĩ** sãkant, kàd mẽs galétume bũti laimìngi mùms reĩkia priiı̃mti Krìstų. **5. *Greičiáusiai** mẽs galésime užeĩti rytój vakarè.

Error Correction

1. Kadà jìs **dažniáusiai** grį̃žta nãmo? **2.** Kaĩp **geriáusiai** teñ nusigáuti? **3.** Vakaraĩ mùms **labiáusiai** tiñka. **4. Galiáusiai**, baĩgiame Jézaus Krìstaus vardù, ãmen **5.** Correct.

Comparative Adjectives

LEVEL 1.

Decline

Adjective	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
1. mãžas	mažèsnis	mažesnì	mažèsnė	mažèsnės
2. darbštùs	darbštèsnis	darbštèsni	darbštèsnė	darbštèsnės
3. trumı̃pas	trumpèsnis	trumpesnì	trumpèsnė	trumpèsnės
4. išmintìngas	išmintingèsnis	išmintingèsni	išmintingèsnė	išmintingèsnės
5. puikùs	puikèsnis	puikèsni	puikèsnė	puikèsnės
6. leñgvas	lengvèsnis	lengvesnì	lengvèsnė	lengvèsnės
7. normalùs	normalèsnis	normalèsni	normalèsnė	normalèsnės
8. pigùs	pigèsnis	pigèsni	pigèsnė	pigèsnės
9. gabùs	gabèsnis	gabèsni	gabèsnė	gabèsnės
10. lietùviškas	lietuviškèsnis	lietuviškèsni	lietuviškèsnė	škèsnės

Decline

1. nuolankèsnį **2.** sunkesniosè **3.** gerèsnei **4.** brangesniaĩs **5.** baltesnės **6.** paklusnesnès **7.** išdidèsnis **8.** ilgesniuosè **9.** stropèsnėmis **10.** dosnèsnę

LEVEL 2.

Common Errors

1. Diẽvas siũlė ***gerèsnį** plãną neĩ Šetonas **2.** Melchizèdeko kunigỹstė yrà ***aukštèsnė** kunigỹstė. **3.** Krìstus padėda mùms turéti ***geresnès** miñtys. **4.** Rytój mẽs gáusime ***naujesnès** Mormono Knygàs. **5.** Mẽs tùrime sténgtis bũti labiaũ ***panašesnì** į̃ Krìstų. **6.** Jéigu mẽs nesilaikýsime Diẽvo įsãkymų mẽs atsidùrsime ***blogesnėjè** padėtyjè. **7.** Kuõ mẽs daugiaũ darýsime gẽrą žmonéms tuõ ***didesniùs** gáusime paláiminimus. **8.** Nèfis bùvo ***jaunèsnis** ùž Lamãną iı̃r Lemuèlį.

Error Correction

1. Nèfis bùvo **išmintingèsnis** ùž visùs sàvo brólius, nès jìs laĩkėsi Diẽvo įsãkymų. **2.** Džòzefas Smìtas bùvo víenas ìš **jaunesniũ** pranašų mũsų dienómis. **3.** Àš pasirinkaũ **gerèsnį** kẽlią. **4.** Mẽs norétume pérsikraustyti į̃ **naujèsnį** bũtą. **5.** Màno d**á**rbas **svarbèsnis** ùž tàvo d**á**rbą. **6.** Mẽs važiúosime į̃ bažnýčią **greitesniù** autobusù.

Superlative Adjectives

LEVEL 1.

Forming Superlative Adjectives

Adjective	Masc. Singular Plural	Fem. Singular Plural	Adjective	Masc. Singular Plural	Fem. Singular Plural
mãžas	mažiáusias, mažiáusi	mažiáusia, mažiáusios	trum̃pas	trumpiáusias, trumpiáusi	trumpiáusia, trumpiáusios
puikùs	puikiáusias, puikiáusi	puikiáusia, puikiáusios	pigùs	pigiáusias, pigiáusi	pigiáusia, pigiáusios
nuolankùs	nuolankiáusias, nuolankiáusi	nuolankiáusia, nuolankiáusios	gražùs	gražiáusias, gražiáusi	gražiáusia, gražiáusios
brangùs	brangiáusias, brangiáusi	brangiáusia, brangiáusios	gẽras	geriáusias, geriáusi	geriáusia, geriáusios
išdidùs	išdidžiáusias, išdidžiáusi	išdidžiáusia, išdidžiausios	báltas	balčiáusias, balčiáusi	balčiáusia, balčiáusios
darbštùs	darbščiáusias, darbščiáusi	darbščiáusia, darbščiáusios	išmintìngas	išmintingiáusias, išmintingiáusi	išmintingiáusia, išmintingiáusios
normalùs	normaliáusias, normaliáusi	normaliáusia, normaliáusi	dosnùs	dosniáusias, dosniáusi	dosniáusia, dosniáusios
brangùs	brangiáusias, brangiáusi	brangiáusia, brangiáusios	paklusnùs	paklusniáusias, paklusniáusi	paklusniáusia, paklusniáusios
leñgvas	lengviáusias, lengviáusi	lengviáusia, lengviáusios	stropùs	stropiáusias, stropiáusi	stropiáusia, stropiáusios
ìlgas	ilgiáusias, ilgiáusi	ilgiáusia, ilgiáusios	šiл̃tas	šilčiáusias, šilčiáusi	šilčiáusia, šilčiáusios

Common Errors

1. Ìš visų̃ màno išmókytų kalbų̃ ***lengviáusia** bùvo Lietùvių kalbà. **2.** Mormòno Knygà mán yrà ***brangiáusia** knygà. **3.** Taĩ yrà Jõnas, ***naujáusias** mũsų skỹriaus narỹs. **4.** Evangèlijos atradìmas bùvo ***didžiáusias** màno paláiminimas. **5.** Tù esì mũsų ***jauniáusias** besidomintysis. **6.** Galijõtas tuõ metù bùvo ***stipriáusias** ir̃ ***didžiáusias** žmogùs. **7.** Bìblija yrà ***seniáusias** šventàsis rãštas. **8.** Taĩ yrà ***ilgiáusias** tìltas kókį àš tìk esù mãtęs.

Matching

1. geriáusia draugẽ **2.** brangiáusias žíedas **3.** šilčiáusias óras **4.** puikiáusioje viẽtoje **5.** normaliáusi sántykiai **6.** balčiáusi drabùžiai **7**. greičiáusia mašinà **8.** ryškiáusia žvaigždẽ

LEVEL 2.

Error Correction

1. "**Didžiáusias** dárbas, kurĩ jùms kadà nórs tèks padarýti, yrà taĩp jũsų namũ síenų." **2.** Misioniẽriškas dárbas yrà **veiksmingiáusias**, kaĩ žmónės įsipareigoja išliktì aktỹvūs Bažnýčioje vìsą sàvo gyvẽnimą iĩr tõ laĩkosi. **3. Paprasčiáusias** bũdas užkálbinti žmónes gãtvėje yrà pradéti kalbéti apiẽ dalykùs, kuriẽ dõmina juõs. **4. Geriáusias** sėkmės rodìklis yrà nè pasíektas tìkslas, õ jũsų tarnãvimas iĩr kitũ pažangà. **5**. Kapitõnas Moròn is bùvo víenas ìš **stipriáusių** kãro vadũ Mormono Knỹgoje. **6. Svarbiáusia** dalykas yrà turéti dvasià sù savimì pamokõs metù.

Fill In the Blank

1. Álma yrà **ilgiáusia** knygà Mormòno Knỹgoje. **2.** Taĩ yrà **gražiáusia** šventyklà kókią àš tìk esù mãtęs. **3.** Moròn is yrà màno **mėgstamiáusias** prãnašas Mormòno Knỹgoje. **4.** Gabijà yrà víena ìš **nuoširdžiáusių** bažnýčios nariũ Vìlniuje. **5.** Atkūrìmo lankstinùkas yrà pàts **aiškiáusias**. **6.** Klaĩpėda yrà **šalčiáusia** žiemõs metù.

LEVEL 3.

Translation

1. Apmokėjimaś yrà svarbiáusias dalỹkas, kurĩ Jézus Krìstus padãrė kõl bùvo žẽmėje. **2.** Jõnas yrà dosniáusias žmogùs kurĩ àš tìk esù sutìkęs. **3.** Dvasià yrà svarbiáusias elemeñtas šiamè darbè. **4.** Bažnýčios nariaĩ yrà geriáusias šaltìnis íeškant naujũ besìdominčiųjų. **5.** Taĩ yrà gražiáusia gėlẽ kókią àš tìk esù mãtęs. **6.** Brólis Jankū̃nas yrà víenas ìš geriáusių žmoniũ kuriuõs àš tìk esù sutìkęs.

Scripture Activity

1. saldžiausias, "And it came to pass that I did go forth and partake of the fruit thereof; and I beheld that it was **most sweet**, above all that I ever before tasted." **2. gražiausią, skaičiausią**, "And I said unto him: A virgin, **most beautiful** and **fair** above all other virgins." **3. trokštamiausia**, "And I answered him, saying: Yea, it is the love of God, which sheddeth itself abroad in the hearts of the children of men; wherefore, it is the **most desirable** above all things." **4. žemiausiose**, "Wherefore, let us take of the branches of these which I have planted in the **nethermost** parts of my vineyard . . ." **5. mažiausios**, ". . . and there was not any man who could do a miracle in the name of Jesus save he were cleansed **every whit** from his iniquity." **6. švenčiausios**, "These are they who are come unto Mount Zion, and unto the city of the living God, the heavenly place, the **holiest** of all."

Prepositions

LEVEL 1.

Matching

1. ***põ***—after, around, all over **2.** ***pàs***—to, at the home of **3.** ***ikì***—until **4.** ***peř***—through **5.** ***ùž***—for, behind **6.** ***šalià***—near **7.** ***tarp***—between, among **8.** ***priẽš***—before **9.** ***sù***—with **10.** ***į***—to, into **11.** ***apiẽ***—about **12.** ***bè***—without **13.** ***añt***—on **14.** ***tolì***—far from

LEVEL 2.

Multiple Choice

1. C **2.** A **3.** B **4.** A **5.** D **6.** C **7.** B **8.** D

Common Errors

1. Prãšome tavęs paláiminti misionieriùs tarnáujančius põ ***pasáulį**. **2.** Priẽ ***pérėjos** sustókite! **3.** Mẽs líksime Dvãsių pàsãulyje ìkí ***prikėlímo**. **4.** Tùrime gyvénti pagaĩ Krìstaus mókymus ***parašýtus** rãštuose. **5.** Diẽvas yrà šalià ***mũsų**. **6.** Statýkite tìkslą važiúoti į ***šventỹklą** sù sàvo ***šeimà**.

Error Correction

1. Kadà išvažiúoja autobùsas ìš **Vìlniaus**˜į **Kaũną** šiañdien põ t**rečiõs valandõs**? **2.** Kaĩp mẽs gãlime sèkti paskuĩ **Krìstų**? **3.** Gélbėtojas kviẽčia žmónes ateĩti pàs **Jį**. **4.** Ar̃ jùms bũtų patogiaũ susitìkti pàs **mùs** arbà pàs **jùs**? **5.** Priẽš **pamoką**, arè gãlime pradéti nuõ **maldõs**? **6.** Correct.

Scripture Activity

1. 1 Nèfio 14:27, anót ángelo žõdžio, ***genitive*** **2.** 2 Nèfio 25:26, sulìg sàvo pranašỹstėmis, ***instrumental*** **3.** Mòzijo 1:17, apliñk šventỹklą, ***accusative*** **4.** Álmos 34:34, į tą baĩsią lemtìngą vãlandą, ***accusative*** **5.** 3 Nèfio 8:4, tarp̃ žmoniũ, ***genitive*** **6.** Etèro 2:7, anàpus jũros, ***genitive***

LEVEL 3.

Translation

1. Amžinàsis gyvẽnimas suteikìmas tíems, kuriẽ ìštveria ikì gãlo. **2.** Mẽs dažnaĩ béldžiames į̃ durìs žiẽmą. **3.** Mẽs ẽsame dekingi ùž Jézaus Krìstaus apmokéjimą. **4.** Diẽną, yrà daũg galimýbių tarnáuti kitíems. **5.** Ar̃ gãlime pradéti sàvo pãmoką sù maldà? **6.** Jùms nereĩkia gyvénti bè viltiẽs. **7.** Ar̃ gãli susitìkti põ penkiũ? **8.** Šventósios Dvãsios dovanà yrà suteiktà rañkų uždėjimù añt galvõs.

Review: Describing

Error Correction

Põ šim̃tmečius trùkusios **dvãsinės** tamsýbės, tiesõs íeškantys výrai ir̃ móterys ẽmė protestúoti **priẽš tuometinę relìginę** prãktiką. Jiẽ suvókė, jóg daugumà doktrìnų beĩ Evangèlijos apeigũ bùvo pàkeistos ar̃ pràrastos. Jiẽ ieškójo **ryškèsnės dvãsinės** šviẽsos, daũg kàs kalbéjo **apiẽ** bũtinýbę sugrąžinti tiẽsą. Tačiaũ jiẽ nesiskélbė Diẽvo pašauktaĩs pranašaĩs. Jiẽ tìk sténgėsi reformúoti, jų̃ mãnymu, pàkeistus ar̃ iškraipýtus mókymus ir̃ prãktikas. Dẽl jų̃ pastangų̃ bùvo įkurtà daũg **protestántiškų** bažnýčių. Šiõs reformãcijos rezultãtas bùvo padidéjęs **relìginės** láisvės akcentãvimas, atvéręs kẽlią **galutìniam** sugrąžìnimui.

Error Correction

Vyresnysis Džefrìs R. Holandas mokė: „**Pirmiáusia**, ką padarýsite, **kaĩ** besidomintỹsis pasakỹs, jóg neskaĩtė ir̃ nesìmeldė dẽl Mormono Knỹgos, taĩ pasijùsite sukrẽsti! [...] **Dažniáusiai** ẽsame pernelýg **paviršutìniški** šiuõ kláusimu. Taĩ **amžinàsis** gyvẽnimas. Taĩ Diẽvo vaikų̃ išgélbėjimas. Amžinýbė balansúoja. [...] Taĩ **svarbiáusias** kẽlias, kuriuõ kadà nórs eĩs šis besidomintỹsis. Galbũt jìs tõ nežìno, bèt jũs jaũ žìnote! [...] Todẽl valdýkite šią situãciją. Mókykite **galìngai** ir̃ įgaliójimu ir̃ tadà, jéigu **pirmíeji** žiñgsniai į̃ įsãkymų ir̃ sandorų laĩkymąsi bùs **nesėkmìngi**, išgyvénkite sukrėtìmą“

Translation

1. Mẽs gãlime bendráuti sù Dievù peř nuosirdžią maĩdą. **2.** Jiẽ ar̃tinasi priẽ mãnęs sàvo lũpomis, bèt jų̃ šìrdys tolì nuõ manęs. **3.** Diẽvas yrà mũsų Dañgiškasis Tévas. **4.** Pradéjęs sàvo žẽmiškąją tarnỹstę, Gélbėtojas vẽl įkũrė Sàvo tóbulą bažnýčią žẽmėje. **5.** Dañgiškasis Tévas mùms, parũpino bũdą, kaĩp sėkmìngai nugyvénti

šį gyvẽnimą iř grįžti gyvénti Jõ akìvaizdoje. **6.** Atidžiaĩ studijúokite evangèlijos doktrinàs. **7.** Jũsų Evangèlijos stùdijos yrà veiksmingiáusios, kaĩ jùs móko Šventóji Dvasià. **8.** Tiẽsiai viř̃š sàvo galvõs išvýdau šviesõs stuĩpą, skaistèsnį ùž sáulę, kurìs tolýgiai léidosi, kõl nusiléido añt manẽs. **9.** Ràskite sáu tinkamiáusią metòdą studijúoti raštùs. **10.** Põ Jézaus Krìstaus mirtiẽs nelabì žmónės pérsekiojo apãštalus. **11.** Kodẽl vertà nuodugniaĩ apmąstýti dvãsines žiniàs? **12.** Žinójimas, kàd Mormòno Knygà yrà tikrà, vẽda mùs priẽ žinójimo, kàd Džòzefas Smìtas bùvo pàšauktas prãnašu iř kàd peř jį̃ bùvo atkurtà Jézaus Krìstaus Evangèlija. **13.** Mirtìngajame gyvẽnime pàtiriame taĩ, kàs àtneša mùms láimę. **14.** Nėrà dárbo, kurìs bũtų įdomèsnis ùž šį̃ ař suteĩktų daugiaũ pasiténkinimo. **15.** Sugrąžìntoji Evangèlija láimina iř padėda šeimóms, besistengiančioms kùrti stipresniùs ryšiùs beĩ sàvo šeimõs dvãsinę jẽgą. **16.** Tùrime priimt̃i Krìstų beĩ atgailáuti dẽl sàvo núodėmių. **17.** Gélbėtojas iveikė fizinę miřtį. **18.** Jéi gyvénsime pagaĩ Jõ Evangèliją, Jìs malonìngai atleĩs mũsų núodėmes. **19.** Kàs labiáusiai lẽmia besìdominčiųjų atsivertìmą? **20.** Mẽs skélbiame iř mókome nè tám, kàd įtìkintume žmónes gyvénti geresniùs gyvẽnimus. **21.** Gãvome privilègiją gìmti šiomìs paskutìnėmis dienomìs, õ nè ankstesniaĩs laikaĩs, kàd padétume nèšti Evangèliją vìsai žẽmei. **22.** Amžinàsis gyvẽnimas yrà Diẽvo dovanà iř yrà aukščiáusia bũsena, kurią̃ gãlime pasíekti.

Fill In the Blank

1. dvãsinį, fizinį **2.** priẽ **3.** atsakìngam **4.** mažiáusiai **5.** tìkslūs, lengvaĩ **6.** didžiáusių **7.** mažesnì, rimtesnì **8.** reguliariaĩ **9.** nuõ **10.** konkrečiaĩ **11.** priẽ **12.** fiziškai, dvãsiškai **13.** jautresnì **14.** priẽš **15.** aukštèsniąją **16.** geresnių̃, geresnių̃, geresniùs **17.** mažiáusiai **18.** stiprèsnį **19.** apliñk **20.** svarbiáusios **21.** šveñtas **22.** geriáusias **23.** suñkiai **24.** pirmosè trijosè

Numbers

LEVEL 1.

Fill In the Blank

1. septýnias **2.** trỹs **3.** kẽturis **4.** aštuoníems **5.** pìrmas **6.** šimt̃as trìsdešimt deviñtą **7.** septynióliktu **8.** peñktas

Scripture Activity

	Number	Gender	Case	Ordinal or Cardinal
1 Nèfio 18:15	kẽturias	feminine	accusative	cardinal
2 Nèfio 13:3	penkiasdešimtiẽs	masculine	genitive	cardinal
Mòzijo 18:16	dù šimtùs iř kẽturias	feminine	accusative	cardinal
Álmos 58:8	dviejų̃ tũkstančių	masculine	genitive	cardinal
Álmos 58:38	dvìdešimt devintíeji	masculine	nominative ***(def. adj.)****	ordinal
Helãmano 2:1	kẽturiasdešimt antraĩsiais	masculine	instrumental ***(def. adj.)****	ordinal

*definitive adjective

LEVEL 2.

Common Errors

1. Jìs kalbėjo ***septýnias** minutės. **2.** Šventóji Dvasià yrà ***trẽčias** Dievýbės narỹs. **3.** Denàs Džóunsas bùvo ***víenas** geriáusių misioniẽrių šiamè Evangèlijos laikótarpyje. **4.** Mẽs visì láukiame Jézaus Krìstaus ***añtro** atėjìmo. **5.** Prezideñtas Deívidas Õ. Makéjus bùvo Diẽvo pàšauktas bũti ***devintù** prãnašu pastaromis dienomìs. **6.** Ãsmenys, kuríems ***devynerì** ař daugiaũ mẽtų, yrà atsiveř̃tusieji. **7.** ***Kẽturios** svarbiáusios galimýbės studijúoti yrà asmenìnės stùdijos, stùdijos sù pórininku, apýgardos susirinkìmai iř zònos

konfereñcijos. **8.** Laikýkitės ***Dešimtiẽs** Diẽvo įsãkymų.

Error Correction

1. Jézus Krìstus pàšaukė **dvýlika** výrų tàpti Jõ apãštalais. **2.** Bažnýčioje, įprastaĩ mẽs gíedame **trìs** gíesmes, bèt kartaĩs mẽs gíedame iř kẽturias. **3. Trijũ** iř **aštuoniũ** liùdytojų liùdijimai yrà įródymas kàd Džòzefas Smìtas bùvo tìkras prãnašas. **4.** Vaikaĩ turétų krìkštytis tìk kaĩ jíems yrà **aštuonerì** mẽtai. **5.** Retaĩ kadà pamokà turétų tęstis ilgiaũ neĩ kẽturiasdešimt peñkios **minùtės**. **6. Pìrmose trijosè** pamokosè áiškinami doktrinìniai Jézaus Krìstaus Evangèlijos pagrindaĩ. **7.** Šiañdien, mẽs skaitýsime apiẽ **pìrmąjį** prãnašą, Adõmą. **8.** Prezideñtas Nelsonas, **šešióliktas** prãnašas mũsų laikaĩs, turì daũg atsakomýbės.

Fill In the Blank

1. dẽšimt besìdominčiųjų **2.** peñkiasdešimt víenu žmogumì **3.** dvìdešimt penkiàs Mormòno Knygàs **4.** trỹs Mormòno Knygàs trim žmonéms **5.** keturiólikos apãštalų iř víeno prãnašo **6.** trìsdešimt minùčių

LEVEL 3.

Translation

1. Mán yrà dvìdešimt vienerì mẽtai. **2.** Mán yrà aštuoniólika mẽtų. **3.** Àš àtnešiau trìsdešimt septýnerias kélnes sù savimì. **4.** Kaĩp tù galétum naudótis trìsdešimt septyneriomìs kélnėmis? **5.** Àš turiù tą pàtį kláusimą dabař jaũ dvejùs metùs. **6.** Mùms reĩkia ketveriũ kilogrãmų lašiniũ šią saváitę. **7.** Yrà trỹs pãmaldos mũsų bažnýčioje sekmãdieniais, trìm skirtìngais laikaĩs. **8**. Mẽs dãvėme Antãnui aštúonerius márškinius jõ mìsijai. **9.** Àš turiù tìk víenerius ãkinius.

Telling Time

LEVEL 1.

What Time Is It?

1. antrà valandà **2.** penktà valandà **3.** dešimtà valandà **4.** trečià valandà **5.** šẽšios vãlandos **6.** vienà valandà **7.** dvýlika valandũ **8.** septýnios vãlandos

A.M. or P.M.?

	Kelinta valanda?		Kiek dabar valandų?
1:00 A.M.	pirmà valandà rýto	**1:00 P.M.**	vienà valandà vãkaro
2:00 in the afternoon	antrà valandà põ pietũ	**2:00 at night**	dvì vãlandos naktiẽs
3:00 P.M.	trečià valandà vãkaro	**3:00 A.M.**	trỹs valandõs rýto
4:00 A.M.	ketvirtà valandà rýto	**4:00 P.M.**	kẽturios vãlandos vãkaro
5:00 P.M.	penktà valandà vãkaro	**5:00 A.M.**	peñkios vãlandos rýto
6:00 in the afternoon	šeštà valandà põ pietũ	**6:00 in the evening**	šẽšios vãlandos vãkaro
7:00 A.M.	septintà valandà rýto	**7:00 P.M.**	septýnios vãlandos vãkaro
8:00 P.M.	aštuntà valandà vãkaro	**8:00 in the evening**	aštúonios vãlandos vãkaro
9:00 at night	devintà valandà naktiẽs	**9:00 in the morning**	devýnios vãlandos rýto

10:00 in the morning	dešimtà valandà rýto	**10:00 A.M.**	dẽšimt valandũ rýto
11:00 at night	vienúolikta valandà naktiẽs	**11:00 P.M.**	vienúolika valandũ vãkaro
12:00 at night	dvýlikta valandà naktiẽs (vidùrnaktis)	**12:00 in the afternoon**	lýgiai dvýlika valandũ

LEVEL 2.

What Time Is It?

1. pùsė vienúoliktos **2.** pùsė ketvirtõs **3.** pùsė septintõs **4.** pùsė pirmõs **5.** pùsė dvýlikos **6.** pùsė aštuoniũ **7.** pùsė šešiũ **8.** pùsė dviejũ

A.M. or P.M.?

	Kelinta valanda?		Kiek dabar valandų?
1:30 A.M.	pùsė antrõs rýto	**1:30 P.M.**	pùsė dviejũ vãkaro
2:30 in the afternoon	pùsė trečiõs põ pietũ	**2:30 at night**	pùsė trijũ naktiẽs
3:30 P.M.	pùsė ketvirtõs põ pietũ	**3:30 A.M.**	pùsė keturiũ rýto
4:30 A.M.	pùsė penktõs rýto	**4:30 P.M.**	pùsė penkiũ vãkaro
5:30 P.M.	pùsė šeštõs vãkaro	**5:30 A.M.**	pùsė šešiũ rýto
6:30 in the afternoon	pùsė septintõs põ pietũ	**6:30 in the evening**	pùsė septyniũ vãkaro
7:30 A.M.	pùsė aštuntõs rýto	**7:30 P.M.**	pùsė aštuoniũ vãkaro
8:30 P.M.	pùsė devintõs vãkaro	**8:30 in the evening**	pùsė devyniũ vãkaro
9:30 at night	pùsė dešimtõs naktiẽs	**9:30 in the morning**	pùsė dẽšimt rýto
10:30 in the morning	pùsė vienúoliktos rýto	**10:30 A.M.**	pùsė vienúolikos rýto
11:30 at night	pùsė dvýliktos naktiẽs	**11:30 P.M.**	pùsė dvýlikos vãkaro
12:30 at night	pùsė pirmõs naktiẽs	**12:30 in the afternoon**	pùsė víenos põ pietũ

LEVEL 3.

What Time Is It?

1. penkiólika põ penktõs **2.** bè penkiólikos šẽšios **3.** vienà minùtė põ devintõs **4.** bè dẽšimt kẽturios **5.** bè penkiólikos vienúolika **6.** dẽšimt põ šešiũ **7.** dvìdešimt peñkios minùtės põ aštuoniũ **8.** keturiólika põ dviejũ **9.** septýnios minùtės põ aštuntõs **10.** be penkiũ dvýlikta **11.** vienúolika minùčių põ vienúoliktos **12.** bè dvìdešimt víenos šeštà **13.** dvìdešimt dvì põ pirmõs **14.** dvìdešimt põ dvýlikos **15.** bè dvìdešimt devyniũ peñkios **16.** bè dvìdešimt septyniũ kẽturios

Translation

1. Mẽs kẽliamės kiekvíeną rýtą, pùsė septyniũ. **2.** Mẽs grįžtame nãmo kàs nãktį, pùsė dešimtõs. **3.** Zònos konfereñcija prasìdeda Kaunè vienúolikta vãlanda ir penkiólika minùčių. **4.** Mũsų pamokà sù Aũrimu prasìdeda bè penkiólikos penktà vãkaro. **5.** Ánglų kalbõs pamokõs prasìdeda šẽštą vãlandą. **6.** Jéigu mẽs nepasiruõšę, mẽs vėlúosime, nès sakrameñto susirinkìmas prasidėda deviñtą vãlandą rýto.

Common Errors

1. Mẽs norétume susitìkti sù sù jumìs ***ketvirtą vãlandą**. **2.** Ar dabar jaũ ***penktà valandà**? **3.** Zònos konfereñcija prasìdeda penktãdienį ***dešimtą vãlandą** rýto. **4.** Rytój ***pùsė šešiũ** bùs Aĩgirdo krìkštas **5.** Dabar jaũ ***devýnios vãlandos**, mùms reĩkia eĩti nãmo. **6.** Mẽs tùrime paskam̃binti Pẽtrui ***deviñtą vãlandą** rýto. **7.** Ar norétumėte susitìkti sù mumìs rytój ***añtrą vãlandą** põ pietũ? **8.** Dabar jaũ ***dvìdešimt**

minùčių põ šeštõs valandõs vãkaro.

Error Correction

1. Correct. **2.** Dabař jaũ **vienúolikta** valandà rýto. **3.** Parduotùvė atsidãro **aštuñtą vãlandą** rýto. **4.** Ař galėtumėme susitìkti sù jumìs trečiãdienį **septiñtą vãlandą** vãkaro? **5.** Correct. **6.** Àš ìšsiunčiau láišką **ketviřtą vãlandą** põ pietũ. **7.** Tãdas pràdeda dìrbti **šẽštą vãlandą** rýto. **8.** Correct.

Time Expressions

LEVEL 1.

Fill In the Blank

1. Peř **visúotinę konfereñciją** pasisakỹs mũsų mýlimas prãnašas. **2.** Diẽvas nóri, kàd melstumetės beñt **dù kartùs** į **diẽną**. **3.** Viliúosi, jóg Pẽtras, mũsų besìdomintysis, ateĩs ùž **dvìdešimt penkiũ minùčių**. **4.** Priẽš **kẽturias saváites** Ẽglė pradėjo skaitýti Mormòno Knỹgą. **5.** Troleibùsas atvažiuõs ùž **trìsdešimt vienos minùtės**. Vėlúojam! **6.** Kàd labiaũ artétume priẽ Diẽvo, mẽs pãsninkaujame **víeną kařtą į ménesį. 7.** Ùž **trijũ saváičių** mìsijos prezideñtas iř jõ žmonà važiuõs į Líetuvą. **8.** Daivos krìkštas įvỹko priẽš **metùs**.

Translation

1. Sakrameñto metù galvókite apiẽ Jézų Krìstų iř Jõ apmokéjimą. **2.** Pàs mùs vỹksta ánglų kalbõs kùrsai antrãdieniais iř ketvirtãdieniais septiñtą vãlandą. **3.** Mẽs sù seserimì Hõdson tùrime pãmoką sù Kęstùčiu trẽčią vãlandą. **4.** Biržẽlį (Biržẽlio menėsį) skỹrius važiouja į šventỹklą Súomijoje. **5.** Priẽš taĩ, kaĩ buvaũ misioniẽrė, studijavaũ universitetė.

LEVEL 2.

Common Errors

1. Gãlime važiúoti į Kėdáinius ùž ***trìsdešimt penkiũ minùčių**. **2.** Krìkšto apeigà vỹks ùž ***kẽletos saváičių**. 3. Priẽš ***ménesį**, niẽko nesuprataũ lietùviškai. **4. *Víeną kařtą į *metùs** mẽs šveñčiame Velýkas. **5. *Dienõs** metù àš užkálbinu žmónes gãtvėse. **6.** Aurèlija pasikrìkštijo priẽš ***dvì saváites.**

Error Correction

1. Ař gãlime trumpaĩ susitìkti **põ bažnýčios**? **2.** Pãmaldos prasìdeda **vienúoliktą vãlandą. 3.** Peř mũsų **pãmoką**, atkreĩpkite demėsį į sàvo jausmùs. **4.** Mẽs studijúojame **rytaĩs. 5.** Eĩname į bažnýčią **sekmãdieniais.**

LEVEL 3.

Translation

1. Priẽš penkìs metùs, àš pasìmeldžiau sužinóti ař Mormòno Knygà yrà tikrà. **2.** Àš užkálbinau tą výrą priẽš dvì dienàs. **3.** Autobùsas išvažiúoja ùž septyniũ minùčių. **4.** Màno dienomìs Lietuvojè, àš nóriu tarnáuti žmonéms. **5.** Mẽs turétume važiúoti į šventỹklą daugiaũ negù víeną kařtą į metùs jéi įmãnoma. **6.** Jìs tùri mèsti rūkýti põ trijũ saváičių jéigu jìs nóri bũti pakrìkštytas. **7.** Àš pàbaigiau skaitýti Mormòno Knỹgą priẽš dvì saváites. **8.** Sėkmadienis yrà põ dviejũ dienũ. **9.** Àš gavaũ dvãsinį nuródymą peř asmeninės stùdijas šĩ rýtą. **10.** Turétumėte gárbinti Diẽvą dažniaũ negù víeną diẽną į saváitę.

Skelbti Mano Evangeliją

1. “District leaders may use district meeting to receive reports regarding the efforts of missionaries in the district.” This ***peř*** means “during district meetings.” It is a relative time expression. **2.** “Pray to know the truth

through the Holy Ghost." This ***peř*** means "through the Holy Ghost." It is not a relative time expression. **3.** "Review the suggestions in this chapter. Identify a suggestion you have not yet tried, and set a goal to try it for the next few days." This ***peř*** means "during the next few days." It is a relative time expression. **4.** "They are to put off the 'natural man' and become a saint 'through the atonement of Christ the Lord.'" This ***peř*** means "through the atonement." It is not a relative time expression.

Locative Case

LEVEL 1.

Decline

1. namè, namuosè **2.** lėlėjè, lėlėsè **3.** Jėzuje **4.** galvojè, galvosè **5.** stalè, staluosè **6.** knỹgoje, knỹgose **7.** katėjè, katėsè

Fill In the Blank

1. dangujè **2.** bažnýčioje **3.** gyvẽnime **4.** žẽmėje **5.** šventỹkloje **6.** knỹgoje **7.** namuosè

LEVEL 2.

Decline

1. sūnujè, sūnuosè **2.** brólyje, bróliuose **3.** arklyjè, arkliuosè **4.** žmogujè, žmonėsè

Common Errors

1. Àš niẽkaip negaliù ràsti dokumeñto ***kompiùteryje**. **2.** Kartaĩs yrà sunkù sužinóti kàs yrà kìto žmogaũs ***galvojè**. **3. *Evangèlijoje** mẽs gãlime ràsti láimę iř ramýbę. **4.** Knỹgos ***pabaigojè** gãlite ràsti atsãkymus. **5.** Priẽš šĩ gyvẽnimą mẽs gyvẽnome Diẽvo ***akìvaizdoje**. **6.** Šeimõs ryšiaĩ šiojè ***žẽmėje** gãli bũti didžiáusio džiaũgsmo šaltìnis. **7.** Jũsų ***pamokosè** àš daũg išmókstu. **8.** Šventuõsiuose ***Rãštuose** mẽs gãlime ràsti daũg atsãkymų.

Error Correction

1. Mẽs susitìkome sù Paũlium **Kãtedroje**. **2.** Jõs **žõdžiuose** àš pastebėjau vìltį. **3. Lietuvojè** gyvẽna daũg maloniũ žmoniũ. **4.** Visadà turékite Mormõno Knỹgą sàvo **rañkose**. **5. Vakarè** mẽs aplañkėme Kucinų šeĩmą. **6. Pradžiojè** àš nežinójau ką mùms reikėjo darýti**. 7.** Džòzefas meĭdėsi **gìrioje. 8.** Jõ **viẽtoje** àš tikraĩ taĩp nepasieĭgčiau.

LEVEL 3.

Decline

1. mẽdyje, mẽdžiuose **2.** marčiojè, marčiosè **3.** akyjè, akysè **4.** šalyjè, šalysè **5.** dantyjè, dantysè **6.** akmenyjè, akmenysè **7.** seseryjè, seserysè **8.** šunyjè, šunysè

Scripture Activity

1. Dosniojojè žẽmėje **2.** "Now it came to pass that I, Nephi, did teach my brethren these things; and it came to pass that I did read many things to them, which were engraven upon the plates of brass, that they might know concerning the doings of the Lord in other lands, among people of old," kitosè žẽmėse**. 3.** ateityjè **4. *manyjè*** means "in me" **5.** "And thus the Lord caused stones to shine in darkness, to give light unto men, women, and children, that they might not cross the great waters in darkness."; ***tamsojè*** means "in the dark."

Days, Months, and Years

LEVEL 1.

Multiple Choice

1. A **2.** C **3.** B **4.** A **5.** A **6.** D **7.** B **8.** C

Matching

1. *Gegužė*—May **2. *Saũsis***—January **3. *Biržẽlis***—June **4. *Kóvas***—March **5. *Líepa***—July **6. *Spãlis***—October **7. *Lãpkritis***—November **8. *Vasãris***—February **9. *Rugpjũtis***—August **10. *Grúodis***—December **11. *Rugsėjis***—September **12. *Balañdis***—April

LEVEL 2.

Fill In the Blank

1. Šį **rugpjūtį** bùs Alìnos gimtãdienis. **2. Saũsis** yrà šalčiáusias ménesis Lietuvojè. **3. Líepos** ménesį àš važiúosiu į mìsiją. **4.** Jézus Krìstus gìmė **grúodžio** ménesį. **5.** Àš gáusiu naũją pórininką **spãlio** ménesį. **6. Rugséjį** prasìdeda mokyklà. **7. Balañdžio** pìrmą diẽną vỹks Birùtės krìkštas.

Common Errors

1. Šį ***antrãdienį** nebùs ánglų kalbõs pamokõs. **2**. Mẽs dìrbsime Póvilo sodè šį ***šeštãdienį. 3**. Visúotinė konferenčija vỹksta kiekvíeną ***balañdį ir spãlį. 4**. ***Pirmãdieniais** mẽs gãlime pir̃kti maĩsto produktùs. **5**. ***Sekmãdieniais,** mẽs susitiñkame sù výskupu põ bažnýčios. **6**. Mormòno Knygà bùvo išspáusdinta **tũkstantis aštuonì *šimtaĩ trisdešimtaĩsiais mẽtais. 7**. Ángelas Morònis aplañkė Džòzefą Smìtą ***rugsėjo ménesį**, tũkstantis aštuonì šimtaĩ dvìdešimt trečiaĩsiais mẽtais.

LEVEL 3.

Error Correction

1. Rugpjūčio dešimtą dienà bùs skỹriaus veiklà. **2**. Aȓ mẽs gãlime susitìkti sù jumìs **penktãdienį**? **3**. Keliõnė į šventỹklą vỹks **líepos ménesį. 4.** Pirmóji šventyklà mũsų dienomìs bùvo įšvéntinta **tũkstantis** aštuonì šimtaĩ trìsdešimt šeštaĩsiais mẽtais. **5. Balañdžio** pirmà yrà melãgių dienà. **6.** Mẽs tùrime pãmoką sù Ignù kiekvienà **ketvirtãdienį**. **7**. Atsiprašaũ, bèt àš esù labaĩ ùžimtas **antrãdieniais**. **8.** Pastarų̃jų dienų̃ šventų̃jų Jézaus Krìstaus Bažnýčia bùvo organizúota, balañdžio šẽštą, tũkstantis aštuonì šimtaĩ **trìsdešimtaisais** mẽtais.

Translation

1. Mán dvìdešimt trejì mẽtai. **2.** Jái aštúoniasdešimt penkerì mẽtai. **3.** Táu aštuoniólika mẽtų. **4.** Vaikaĩ gãli pasikrìkštyti kaĩ jíems sukañka aštuonerì mẽtai. **5.** Tù galì gáuti Aaròno kūnigystę kaĩ táu sukàks dvýlika mẽtų. **6.** Tù galì gáuti Melchizedèko kunigỹstė kaĩ táu sukàks aštuoniólika mẽtų. **7.** Vyresníeji gãli pradéti tarnáuti mìsijoje kaĩ jíems sukañka aštuoniólika metù. **8.** Sẽserys gãli pradéti tarnáuti mìsijoje kaĩ jóms sukañka devyniólika mẽtų.

Translation

1. Jóms yrà penkiólika mẽtų. **2.** Jám yrà devynerì mẽtai. **3.** Jái yrà dvìdešimt trejì mẽtai. **4.** Jám yrà septyniólika mẽtų. **5.** Jíems yrà penkerì mẽtai. **6.** Jíems yrà šẽšiasdešimt šešerì mẽtai.

Translation

1. tũkstantis aštuonì šimtaĩ dvìdešimti mẽtai, tũkstantis aštuonì šimtaĩ dvidešimtaĩsiais mẽtais **2.** tũkstantis devynì šimtaĩ kẽturiasdešimt penktì mẽtai, tũkstantis devynì šimtaĩ kẽturiasdešimt penktaĩsiais mẽtais **3.** dù tũkstantis devintì mẽtai, dù tũkstantis devintaĩsiais mẽtais **4.** tũkstantis keturì šimtaĩ peñkiasdešimt šeštì mẽtai, tũkstantis keturì šimtaĩ peñkiasdešimt šeštaĩsiais mẽtais **5.** dù tũkstantis penkiólikti mẽtai, dù tũkstantis penkióliktaisiais mẽtais **6.** tũkstantis devynì šimtaĩ devýniasdešimt trejì mẽtai, tũkstantis devynì šimtaĩ devýniasdešimt trečiaĩsiais mẽtais.

Review: Time and Location

Error Correction

Pagálbinės organizãcijos, vadováujamos kunigỹstės, pàdeda stìprinti nariùs. Jõs yrà didelì misioniẽriško dárbo ìštekliai, nès pàdeda suràsti iř mókyti besìdominčiuosius iř bičiùliškai globója naujaĩ atsivertusiuosius. Nuõ **aštuoniólikos** mẽtų ámžiaus móterys tañpa Paramõs bendrìjos narėmis, kuriõs tarnáudamos pàdeda šeimóms, paviẽniams asmenìms iř bendrúomenei. **Sekmãdieniais**, jõs lañkosi Paramõs Bendrìjos **susiriñkime**. Mergìnos nuõ **dvýlikos** ikì **aštuoniólikos** mẽtų ámžiaus yrà Mergìnų organizãcijos narẽs. Tõ patiẽs ámžiaus vaikìnai priklaũso Vaikìnų organizãcijai. Visì vaikaĩ nuõ **trijũ** ikì **vienúolikos** mẽtų yrà Pradinùkų organizãcijos nariaĩ. Visì nariaĩ nuõ **dvýlikos** mẽtų užrãšomi sekmadienìnės mokỹklos **pamokosè**.

Error Correction

Peř vìsą mìsiją, veiksmìngos stùdijos padẽs jùms įgyvéndinti sàvo, kaĩp misioniẽriaus, pãskirtį iř sustìprins jũsų liùdijimą apiẽ Jézaus Krìstaus Evangèliją. Kẽturios svarbiáusios galimýbės studijúoti yrà asmenìnės stùdijos, stùdijos sù pórininku, apýgardos susirinkìmai iř zònos konfereñcijos. Jũsų **dienótvarkėje** yrà skirtà laĩko kasdiẽnėms asmenìnėms stùdijoms iř kasdiẽnėms stùdijoms sù pórininku. **Kiekvíeną rýtą**, jũs turétumėte atsikélti **pùsę septyniũ rýto**, iř mankštìntis **trysdešimt minùčių**. Nuõ **aštuntõs valandõs** ikì **devintõs valandõs** studijuosite ãsmeniškai, iř tadà nuõ **devintõs valandõs** ikì **dešimtõs valandõs** studijuosite sù pórininku.

Translation

1. Mẽs susitìksime sù Sìlvija penkiólika põ šeštõs vãkaro. **2.** Tũkstantis aštuonì šimtaĩ dvidešimtũjų mẽtų pavãsarį Dzòzefas Smìtas nuẽjo į grẽtimą giráitę iř atsìklaupė meĭstis. **3.** Mán dvìdešimt keturi mẽtai. **4.** Dvãsinė informãcija turétų bũti sáugoma šventojè viẽtoje. **5.** Kelintà valandà? **6.** Šís Raštuose aprašýtas įvykis įvýkõ šeší šimtaĩ mẽtų priẽš Gélbėtojo gimímą. **7.** Susitiñkame sù Irenà pirmãdieniais. **8.** Priẽš dù tũkstančius mẽtų pàts Jézus Krìstus mókė savõsios Evangèlijos, įkũrė sàvo Bažnýčią iř įvýkdė Apmokėjimą. **9.** Rẽtai kadà pamokà turétų tęstis ilgiaũ kaĩp kẽturias dẽšimt penkiàs minutės. **10.** Daũg misioniẽrių tarnáuja skỹriuose iř apýgardose õ nè apýlinkėse iř kuoluosè. **11.** Kelionė ikì teñ uztrunka apiẽ penkiàs minutės **12.** Jũs tùrite sureñgti saváitės planãvimo sèsiją tókiu laikù, kadà Evangèlijos skleidìmas bũna mažiáusiai produktyvùs. **13.** Nórint įžeñgti i šventýklą nórintýsis tùri buti narýs nè mažiaũ kaĩp vîenerius metùs. **14.** Mũsų autobùsas išvažiãvo ìš Šiauliũ septiñtą vãlandą rýto. **15.** Dabař dvýlika põ trečiõs põ pietũ, mũsų pamokà prasidẽs ùž trijũ minùčių. **16.** Mormòno Knỹgoje yrà Jézaus Krìstaus Evangèlijos pilnãtvė. **17.** Priẽš daũg mẽtų vadõvai paskýrė pirmãdienio vãkarą kaĩp mẽtą šeimõs vakarui. **18.** Rugsėjo ménesį vỹks skyriaus veiklà. **19.** Pranašũ mókymai surašýti šventosè knỹgose, vadìnamose Rãštais. **20.** Kaĩ žmónės àtmeta Viẽšpaties prãnašus arbà tikėjime neìštveria ikì gãlo, jiẽ nutõlsta nuõ Diẽvo iř pràdeda gyvénti dvãsinėje tamsojè. **21.** Põ sàvo prisikėlìmo Krìstus pasiródė žmonéms Amèrikoje. **22.** Kíek dabař valandũ? **23.** Kunigỹstės įgaliójimas bùvo atkùrtas tũkstantis aštuonì šimtaĩ dvìdešimt devintaĩsiais mẽtais, kaĩ Jõnas Krìkštytojas pasiródė prãnašui Džòzefui Smìtui iř Oliveriui Kauderiui.

Fill In the Blank

1. Kovõs septyniolikta **2.** devintõs rýto, vidùrdienio **3.** šventosè šventỹklose **4.** šešiũ põ pietũ **5.** dvýlika **6.** šventãjame Mesijuje **7.** gyvẽnimuose **8.** Põ Jezaus Krìstaus iř apãštalų mirtiẽs **9.** bažnýčioje **10.** Põ trijũ dienũ

11. pùsę vienúolikos naktiẽs **12.** visamè pasáulyje **13.** Šeštãdienį **14.** põ ánglų kalbõs kùrsų

Accusative Case

LEVEL 1.

Decline

1. nãmą, namùs **2**. lẽlę, lėlès **3.** Jézų **4.** gálvą, gálvas **5**. stãlą, stalùs **6.** knỹgą, knygàs **7**. kãtę, katès

Identify the Direct Object

1. Book of Mormon, Mormòno Knỹgą **2.** prophets, prãnašus **3.** gift, dóvaną **4.** gospel, evangèliją

Common Errors

1. Àš turiù ***tàs knygàs. 2.** Mẽs susitìksime ***antrãdienį**. **3.** Àš žinaũ, kàd Diẽvas mýli sàvo ***vaikùs**. **4.** Ar̃ jũs gãlite pérskaityti ***šiàs eilutès**? **5.** Mẽs norétume kalbéti sù jumìs apiẽ ***Jézų Krìstų**. **6.** Ar̃ galiù užsirašýti jũsų telefòno ***nùmerį**? **7.** Apiẽ ***kã** jũs nórite kalbéti? **8.** Àš žinaũ, kàd Diẽvas mýli ***jùs**. **9.** Jézus Krìstus nùmirė ùž ***mùs**. **10. *Pirmãdienį**, mẽs važiúosime ĩ ***Líetuvą**.

Error Correction

1. Correct. **2.** Àš žinaũ, kàd Diẽvas atsakỹs ĩ jũsų **maldàs**. **3.** Džòzefas Smìtas mãtė **Diẽvą** ir̃ **Jézų Krìstų.** **4.** Mẽs prãšome tavẽs paliminti **mùs. 5.** Mẽs kviẽčiame **jùs** skaitýti ir̃ meĩstis apiẽ mũsų **žìnią. 6.** Diẽvas sugrąžìno sàvo **bažnýčią** pe˜r **Džõzefą Smitą. 7.** Correct.

LEVEL 2.

Decline

1. sū̃nų, sūnùs **2.** brólį, brólius **3.** árklį, árklius **4.** žmógų, žmónes

Scripture Activity

1. kã, niẽką, pàtį, Diẽvą, jį̃, niẽką, baĩsą, Jerùzalę, jį̃, jį̃ , jį̃ **2.** širdìs, Šventąją, Dvãsią, juõs, diẽną, pagálvę, nãktį, šaũksmą. **3.** tikėjimą, dorýbę, pažinìmą, susivaĩdymą, kantrýbę, brólišką, maloningùmą, dievotùmą, tìkrąją, méilę, nuolankùmą, stropùmą.

Translate

1. Pàs kã sẽsės eĩs sekmãdienį? **2.** Kã tù veĩksi trečiãdienį? **3.** Kã Diẽvas mýli? **4.** Apiẽ kã jũs kalbésite? **5.** Ùž kã jũs ẽsate dėkìngas? **6.** Kã Jõnas Krìkštytojas pakrìkštijo?

Fill In the Blank

1. méilę, pagálbą, svetingùmą **2.** sugrąžìntą evangèliją **3**. metùs **4.** bažnýčią **5.** pãmoką **6.** šią eilùtę

LEVEL 3.

Decline

1. mẽdį, medžiùs **2.** maržčią, marčiàs **3.** ãkį, akìs **4.** šãlį, šalìs **5**. dañtį, dantìs **6.** ãkmenį, ãkmenis **7**. sẽserį, sẽseris **8.** šùnį, šunìs

Translation

1. trečiãdienį **2.** kìtą saváitę **3.** kìtą mėnėsį **4.** kìtą diẽną **5.** kìtą karf̃tą **6**. sekmãdienį **7.** (víeną) karf̃tą **8.** kìtą pãmoką **9.** balañdžio ménesį/ balañdį **10.** pràeitą karf̃tą **11**. vìsą diẽną **12.** šį̃ vãkarą

Kuris

LEVEL 1.

Fill In the Blank

1. kurìs **2.** kurì **3.** kuriamè **4.** kurį̃ **5.** kurì **6.** kurìs **7.** kuriuõs **8.** kuriuõ

Matching

1. i **2.** c **3.** o **4.** a **5.** e **6.** j **7.** p **8.** b **9.** l **10.** g **11.** d **12.** n **13.** f **14.** h **15.** m **16.** k

LEVEL 2.

Common Errors

1. Štaĩ, knygà, ***kuriąj** mẽs nórime jùms dúoti. **2.** Mormòno Knygà yrà mẽtraštis, ***kuriamè** rãšė senóvės pranašaĩ. **3.** Džòzefas Smìtas bùvo prãnašas, peř ***kurį̃** Diẽvas sugrãžino sàvo evangèliją. **4.** Méilė, kantrùmas, ìr tikėjimas, yrà savýbės, ***kuriàs** Diẽvas nóri kàd mẽs turétume. **5.** Namaĩ, ***kuriuosè** gyvẽna mũsų besìdomintysis, yrà netolì Antãno nãmo. **6.** Į ***kuriąj** šventỹklą Lietùviai važiúoja? **7.** Pamokõs, ***kuriosè** dalyváuja nariaĩ, visadà yrà gerèsnės. **8.** Mẽs nórime padéti visíems besìdomintiesiems, ***kuriẽ** sutìko būtì pakrìkštyti.

Error Correction

1. Kaĩp mẽs gãlime padéti besìdomintiesiems, **kuríems** suñkiai sẽkasi laikýtis įsipareigójimų? **2.** Kàd suràstumėte daugiaũ besìdominčiujų, galétumėte surásti sąrašą šeimũ, **kuriosè** nè visì yrà Bažnýčios nariaĩ. **3.** Rajòno knygà, **kurì** yrà nuolatìnis mẽtraštis jũsų kasdienìnių darbũ, gãli padéti jùms taĩp pàt surásti daugiaũ besìdominčiujų. **4.** Jũsų apýlinkės mìsijos vadõvas gãli dúoti jùms idéjų, **kuriõs** padẽs jùms surásti daugiaũ besìdominčiujų. **5.** Tikslaĩ, **kuriuõs** užsibrėžiate, turétų motyvúoti jùs darýti vìską ką̃ gãlite, kàd padėtumėte sàvo besìdomintiesiems. **6.** Tàs, **kurìs** įvaĩdo tikslũ užsibrėžmo prìncipus, sàvo gyvẽnime pasíekia žỹmiai geresniũ rezultãtų. **7.** Turėtumėte praléisti daugiaũ laĩko áiškindami įsipareigójimų doktrinàs, **kuriųj** bùs sunkù jũsų besìdominčiajam laikýtis. **8.** Prisimiñkite, kàd jũsų tìkslas yrà surásti tuõs, **kuriẽ** jùs priiḿs, õ nè tuõs **kuriẽ** nenóri girdéti jũsų žìnią. **9.** Autobùsas, **kuriuõ** mẽs įprastaĩ važiúojame į̃ bažnýčią, neatẽjo.

LEVEL 3.

Translation

1. Atsimetìmas, kurį̃ daũg pranašų̃ bùvo išpranašãvę atẽjo põ tõ, kaĩ apãštalai mìrė. **2.** Àš žinaũ kàd prãnašas, kurìs sugrãžino evangèliją, bùvo Džòzefas Smìtas. **3.** Àš tikiúosi, kàd yrà áišku, jóg pasakýti "that" lietùviškai yrà daũg skirtìngų fòrmų, kuriàs gãli kartaĩs sumaišýti misionieriùs. **4.** Mũsų bažnýčia yrà tà patì bažnýčia, kuriąj pàts Krìstus į̃steigė kaĩ Jìs bùvo žẽmėje. **5.** Mũsų bažnýčia yrà tà patì bažnýčia, kuriąj pàts Krìstus į̃steigė kaĩ Jìs bùvo žẽmėje. **6.** Džòzefas paklaũsė Diẽvo ìr Jézaus Krìstaus, priẽ kuriõs bažnýčios jìs turétų prisijùngti. **7.** Bažnýčios, priẽ kuriõs Džòzefas turétų prisijùngti, nebùvo žẽmėje tuõ metù. **8.** Bažnýčios, kuriõs sãko kàd mẽs išgélbėti víen malóne nesuprañta Bìblijos. **9.** Jũs turétumėte geřbti pórininkus, sù kuriaĩs jũs nesutiñkate. **10.** Jéigu jũs neužkálbinate visų̃ žmonių̃, jũs gãlite nesurásti žmonių̃, kuriuõs Diẽvas pàruošė priiḿti evangèliją. **11.** Geriáusias bũdas surásti žmónes kuriuõs galétumėte mókyti, yrà kalbéti sù taĩs, kuriẽ yrà apliñk jũsų. **12.** Jéigu jũsų pórininkas nekalbà sù visaĩs, dẽl tõ kàd jìs bìjo, jũs turétumėte primiñti jám dárbo svařbą, į̃ kurį̃ jìs yrà pàšauktas. **13.** Jéigu jũsų pórininkas nèkalba sù visaĩs, neléiskite neteisìngiems pasirinkìmams, kuriuõs jìs padãrė, paveĩkti jũsų mìsiją. **14.** Drąsiai kalbėkite sù žmonėmìs kuriẽ yrà autobusè, arbà kuriẽ gãli atródyti įbaugìnantys.

Identification

1. kàd, kàd **2.** kurìs, kurĩ **3.** tàs, Tà **4.** kurìs, kurią̃ **5.** taĩ, Tãĩ **6.** kurìs, kurią̃ **7.** tàs, tà **8.** kàd and taĩ, kàd taĩ **9.** kurìs, kurią̃ **10.** tàs, tą̃ **11.** kurìs, kuriẽ

Special Adverbial Active Participle (SAAP)

LEVEL 1.

Formation

1. plepėdamas, plepėdama **2.** važiúodamas, važiúodama **3.** váikščiodamas, váikščiodama **4.** válgydamas, válgydama **5.** žiūrėdamas, žiūrėdama **6.** kalbėdamas, kalbėdama **7.** tarnáudamas, tarnáudama **8.** mókydamas, mókydama **9.** šókdamas, šokdamà **10.** miegódamas, miegódama **11.** dainúodamas, dainúodama **12.** matýdamas, matýdama **13.** mylėdami, mylėdamos **14.** stovėdami, stovėdamos **15.** patvìrtindami, patvìrtindamos **16.** atstováudami, atstováudamos **17.** atsistodamì, atsistódamos **18.** parašýdami, parašýdamos **19.** duodamì, dúodamos **20.** būdamì, bũdamos **21.** aptardamì, aptarĕdamos **22.** išmokdamì, išmókdamos **23.** pabandýdami, pabandýdamos **24.** atsiprašýdami, atsiprašýdamos

LEVEL 2.

Scripture Activity

	Scripture	Participle	Noun	Action 1	Action 2
1.	1 Nèfio 1:1	žinódamas	Àš, Nèfis	žinóti	rašýti
2.	1 Nèfio 1:12	skaitýdamas	jìs	skaitýti	prisipìldyti
3.	Enòso 1:15	žinódamas	àš	žinóti	šaũktis
		tikėdamas	tù	prašýti	tikėti
4.	Álmos 52:23	tikėdamos	ármijos	nužygiúoti	tikėti

Common Errors

1. ***Skaitydama(s)** raštus, aš jaučiu dvasią. **2.** Įprotis studijuoti, kurį įgysite ***būdamas** misionieriumi, palaimins jus asmeniškai ir padės jūsų mokomiems žmonėms augti tikėjime Gelbėtoju. **3. *Laikydamiesi** įsakymų, mes patiriame džiaugsmą. **4.** Žmogus labiau priartės prie Dievo, ***gyvendamas** pagal jo priesakus, negu pagal bet kokios kitos knygos. **5.** Štai Viešpaties angelas pasirodė ir atsistojo priešais juos, ir kalbėjo jiems, ***sakydamas**: Kodėl mušate savo jaunesnįjį brolį lazda? **6. *Tarnaudami,** mes esame laimingi.

Error Correction

1. Meĩsdamiesi mẽs gãlime sužinóti, kàd Mormòno Knygà yrà tikrà. **2.** Correct. **3. Priimdamì** Šventósios Dvãsios dóvaną, mẽs dvãsiškai atgìmstame. **4. Gyvéndami** pagaĩ evangèliją mẽs taĩmpame panašesnì į Krìstų. **5.** Krìstus paródė mùms pãvyzdį pàts **pasikrìkštydamas**. **6. Gyvéndamos** pagaĩ sugrąžìntosios Evangèlijos prìncipus, šeĩmos sustipréja iĩr gãli patìrti ramýbę iĩr džiaũgsmą. **7.** Dvãsinis vadovãvimas prasìdeda nuõ Krìstaus šviesõs, kurì **duodamà** kiekvienám žmógui **8.** Correct.

LEVEL 3.

Translation

1. Jũs gãlite žinóti apiẽ Mormòno Knỹgos tikrùmą pasimeĩsdamas mũsų dañgiškajam Tévui. **2.** Skaitýdama Mormòno Knỹgą, àš galvóju apiẽ besìdominčiuosius. **3.** Misioniẽrius bañdo susikaũpti išveĩrsdamas amerikiẽčiams. **4.** Priimdamas sakrameñtą, Póvilas jaũčia dvãsios įtaką. **5.** Mẽs gárbiname Tévą giedódami gíesmes bažnýčioje. **6.** Víenas tãrė, ródydamas į̃ kìtą, „Taĩ màno mylímasis Sūnùs. Jõ klausýk.”

7. Mẽs pàdedame sàvo besidõmintiesiems atgailáuti kviesdamì juõs pasikrìkštyti. **8.** Misioniẽriai rañda besìdominčiuosius susitikdamì sù nariaĩs. **9.** Vyresnỹsis Páulukaitis susitìko Dainiũ užkálbindamas gãtvėje.

Reflexive Verbs

Conjugation

Set 1 (Present Tense)

	Àš	**Tù**	**Jìs/Jì**	**Mẽs**	**Jũs**	**Jiẽ/Jõs**
mókytis	mókausi	mókaisi	mókosi	mókomės	mókotės	mókosi
meĩstis	meldžiúosi	meldíesi	meĩdžiasi	meĩdžiamės	meĩdžiatės	meĩdžiasi
jaũstis	jaučiúosi	jautíesi	jaũčiasi	jaũčiamės	jaũčiatės	jaũčiasi
atsiprašýti	atsiprašaũ	atsiprašaĩ	atsiprãšo	atsiprãšome	atsiprãšote	atsiprãšo
kalbėtis	kalbúosi	kalbíesi	kaĩbasi	kaĩbamės	kaĩbatės	kaĩbasi
prisimiñti	prisìminu	prisìmini	prisìmina	prisìminame	prisìminate	prisìmina
pasikliáuti	pasikliáunu	pasikliáuni	pasikliáuna	pasikliáuname	pasikliáunate	pasikliauna
naudótis	naudójuosi	naudójiesi	naudójasi	naudójamės	naudójatės	naudójasi

Set 2 (Past Tense)

	Àš	**Tù**	**Jìs/Jì**	**Mẽs**	**Jũs**	**Jiẽ/Jõs**
džiaũgtis	džiaugiaũsi	džiaugiaĩsi	džiaũgėsi	džiaũgėmės	džiaũgėtės	džiaũgėsi
keĩstis	keičiaũsi	keiteĩsi	keĩtėsi	keĩtėmės	keĩtėtės	keĩtėsi
vadìntis	vadinaũsi	vadinaĩsi	vadìnosi	vadìnomės	vadìnotės	vadinosi
vìltis	viliáusi	viliaĩsi	vìlėsi	vìlėmės	vìlėtės	vìlėsi
ruõštis	ruošiaũsi	ruošeĩsi	ruõšėsi	ruõšėmės	ruõšėtės	ruõšėsi
tikėtis	tikėjausi	tikėjaisi	tikėjosi	tikėjomės	tikėjotės	tikėjosi
pasisakýti	pasisakiaũ	pasisakeĩ	pasisãkė	pasisãkėme	pasisãkėte	pasisãkė
rũpintis	rûpinausi	rûpinaisi	rûpinosi	rûpinomės	rûpinotės	rûpinosi

Translation

1. Eĩkis tiñkamai! **2.** Táu reĩkia labiaũ domėtis mũsų besìdominčiaisiais **3.** Misioniẽriai pasãkė mán jóg àš turiù laikýtis įsãkymų **4.** Jums reĩkia riñktis tiẽsą **5.** Kaĩp tù jautíesi? **6.** Jìs pasikliauna evangèlijos mókymais **7.** Mẽs meĩdžiamės **8.** Kaĩp jūms sẽkėsi?

Conjugation

1. Kuõ jũs didžiúojatės? **2.** Àš atsisėsiu autobusè **3.** Mẽs keĩčiamės peř apmokėjimą **4.** Šviesà nusiléido añt Džòzefo **5.** Mán patiñka matýti kaĩp jũs šỹpsotės **6.** Kadà Arũnas krìkštysis?

Common Errors

1. Àš ***meldžiúosi** kiekvíeną diẽną iř vãkarą **2.** Kaĩp ***jaũčiatės** dẽl Mormòno Knỹgos skaĩtymo? **3.** Mẽs mókomės ìš Šventósios Dvãsios. **4.** Ùž kã mẽs ***meĩdžiamės**? **5. *Nejaučiù** Diẽvo méilės. **6.** Diẽvas ***didžiúojasi** visaĩs sàvo misioniẽriais. **7.** Susitìkęs sù sàvo bróliais, Aĩma sù jaĩs ***džiaũgėsi. 8.** Džòzefas ***meĩdėsi** Diẽvui. **9.** Klaũpdamasis, besidomintysis ***meĩdėsi. 10. *Jaũčiamės,** kàd Diẽvas mùms suteĩkia stiprýbės.

Error Correction

1. Rytój mùms reĩkia **nusipiřkti** daugiaũ bùlvių. **2.** Jìs mùms pasãkė, kàd jìs nenóri **keĩstis. 3.** Paláukit, àš tuõj **nusiléisiu** láiptais! **4.** Àš niẽkaip negaliù **prisimiñti** kuř jìs gyvẽna. **5.** Àš nežinaũ kõ **tikétis** ìš màno gyvẽnimo. **6.** Mán reĩkia išmókti **naudótis** kompiuteriumi. **7.** Mán reikéjo jõs **atsiprašýti**.

Past Passive Participle

LEVEL 1.

Conjugate

Verb	Masculine Singular	Feminine Singular	Verb	Masculine Plural	Feminine Plural
plepéti	plepétas	plepéta	myléti	myléti	mylétos
važiúoti	važiúotas	važiúota	stovéti	stovéti	stovėtos
váikščioti	vaikščiotas	váikščiota	patvìrtinti	patvìrtinti	patvìrtintos
válgyti	válgytas	válgyta	atstováuti	atstováuti	atstováutos
žiūréti	žiūrétas	žiūréta	atsistóti	atsistotì	atsistótos
kalbéti	kalbétas	kalbéta	parašýti	parašýti	parašýtos
tarnáuti	tarnautas	tarnáuta	dúoti	duotì	dúotos
mókyti	mókytas	mókyta	žyméti	žyméti	žymétos
šókti	šóktas	šoktà	aptařti	aptartì	àptartos
miegóti	miegotas	miegóta	išmókti	išmoktì	išmóktos
dainúoti	dainúotas	dainúota	pabandýti	pabandýti	pabandýtos
matýti	matýtas	matýta	atsiprašýti	atsiprašýti	atsiprašýtos

Matching

1. núodėmės atléistos **2.** sándora laikýta **3.** įsãkymai laikýti **4.** laĩkas paskìrtas **5.** žmónės išrinktì **6.** bažnýčia atkurtà **7.** prãnašas palaikýtas **8.** šeimà užanstpauduota **9.** vaĩkas išaugìntas.

LEVEL 2.

Common Errors

1. Jéi výkdysime įsãkymus, mẽs gáusime Dañgiškojo Tévo ***pažadėtus paláiminimus**. **2.** Tikróji bažnýčia vẽl bùvo ***įsteigtà** žẽmėje. **3.** Mormòno Knygà bùvo ***parašýta** pranašų. **4.** Mẽs gãlime bũti ***išláisvinti** nuõ núodėmės. **5.** Mùms bùs ***atlýginta** pagaĩ mũsų dárbus.

Error Correction

1. Mõzė vẽdė Viẽšpaties **išrinktus** žmónes. **2.** Mẽs ẽsame **sukurti** pagaĩ jõ įvaizdį. **3.** Jám bùvo **pasakýta**, kàd jìs bùs pašaũktas apãštalu. **4.** Misioniẽriai dalìna **išspáusdintus** į lietùvių kalbą Mormòno Knygos egzempliõrius. **5.** Mẽtraščiai, apiẽ kuriuõs bùvo **kalbéta**, bùvo Moròmio pérduoti Džòzefui Smitui.

Translation

1. Mẽs ẽsame pašaũkti tarnáuti misioniẽriais. **2.** Džòzefas bùvo paláimintas dẽl sàvo tikėjimo. **3.** Jám bùvo pasakýta nesijùngti priẽ jokios bažnýčios. **4.** Evangèlija bùs skelbtà kiekvíenai taũtai. **5.** Amžinàsis gyvẽnimas bùs sùteiktas kiekvienám teisiám žmógui.

LEVEL 3.

Fill In the Blank

1. išgélbėti **2.** suteiktà **3.** pàšauktus **4.** negazúoto **5.** įkvėptų **6.** iškraipýtose **7.** pakrìkštyta **8.** apdovanótais **9.** paláimintas, pašvéntintas

Scripture Activity

1. ***Padarýta*** is a neuter adjective because the subject ***taĩ*** has no gender. **2.** The noun associated with ***pasodìnta*** is ***sėkla***. **3.** Only ***àtrištas*** is a past passive participle. The other words listed are common verbs.

Translation

1. Kunigỹstė bùvo sugrąžìnta Džòzefui Smitui iř Òliveriui Káuderiui. **2.** Màno brólis bùvo pàšauktas misioniẽriumi tarnáuti žmonéms Ánglijoje. **3.** Knygà bùvo parašýta visõs žmonìjos lãbui. **4.** Auksìnės plokštėlės bùvo pérduotos Moròmio Džòzefui Smìtui. **5.** Mormòno Knygà bùvo išverstà Džòzefo Smìto į Ánglų kalbą.

Past Active Participle

LEVEL 1.

Decline

1. važiúoti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	važiãvęs	važiãvę	važiãvusi	važiãvusios
Gen	važiãvusio	važiãvusių	važiãvusios	važiãvusių
Dat	važiãvusiam	važiãvusiems	važiãvusiai	važiãvusioms
Acc	važiãvusį	važiãvusius	važiãvusią	važiãvusias
Instr	važiãvusiu	važiãvusiais	važiãvusia	važiãvusiomis
Loc	važiãvusiame	važiãvusiuose	važiãvusioje	važiãvusiose

2. kalbėti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	kalbéjęs	kalbéję	kalbéjusi	kalbéjusios
Gen	kalbéjusio	kalbéjusių	kalbéjusios	kalbéjusių
Dat	kalbéjusiam	kalbéjusiems	kalbéjusiai	kalbéjusiai
Acc	kalbéjusį	kalbéjusius	kalbéjusią	kalbéjusias
Instr	kalbéjusiu	kalbéjusiais	kalbéjusia	kalbéjusiomis
Loc	kalbéjusiame	kalbéjusiuose	kalbéjusioje	kalbéjusiose

3. dúoti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	dãvęs	dãvę	dãvusi	dãvusios
Gen	dãvusio	dãvusių	dãvusios	dãvusių
Dat	dãvusiam	dãvusiems	dãvusiai	dãvusioms
Acc	dãvusį	dãvusius	dãvusią	dãvusias
Instr	dãvusiu	dãvusiais	dãvusia	dãvusiomis
Loc	dãvusiame	dãvusiuose	dãvusioje	dãvusiose

4. válgyti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	válgęs	válgę	válgiusi	válgiusios
Gen	válgiusio	válgiusių	válgiusios	válgiusių
Dat	válgiusiam	válgiusiems	válgiusiai	válgiusioms
Acc	válgiusį	válgiusius	válgiusią	válgiusias
Instr	válgiusiu	válgiusiais	válgiusia	válgiusiomis
Loc	válgiusiame	válgiusiuose	válgiusioje	válgiusiose

5. bûti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	bùvęs	bùvę	bùvusi	bùvusios
Gen	bùvusio	bùvusių	bùvusios	bùvusių
Dat	bùvusiam	bùvusiems	bùvusiai	bùvusioms
Acc	bùvusį	bùvusius	bùvusią	bùvusias
Instr	bùvusiu	bùvusiais	bùvusia	bùvusiomis
Loc	bùvusiame	bùvusiuose	bùvusioje	bùvusiose

6. matýti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	mãtęs	mãtę	mãčiusi	mãčiusios
Gen	mãčiusio	mãčiusių	mãčiusios	mãčiusių
Dat	mãčiusiam	mãčiusiems	mãčiusiai	mãčiusioms
Acc	mãčiusį	mãčiusius	mãčiusią	mãčiusias
Instr	mãčiusiu	mãčiusiais	mãčiusia	mãčiusiomis
Loc	mãčiusiame	mãčiusiuose	mãčiusioje	mãčiusiose

7. miegóti

	Masc. Sing.	Masc. Pl.	Fem. Sing.	Fem. Pl.
Nom	miegójęs	miegóję	miegójusi	miegójusios
Gen	miegójusio	miegójusių	miegójusios	miegójusių
Dat	miegójusiam	miegójusiems	miegójusiai	miegójusioms

Acc	miegójusį	miegójusius	miegójusią	miegójusias
Instr	miegójusiu	miegójusiais	miegójusia	miegójusiomis
Loc	miegójusiame	miegójusiuose	miegójusioje	miegójusiose

8. parašýti

	Masc. Sing.	**Masc. Pl.**	**Fem. Sing.**	**Fem. Pl.**
Nom	parãšęs	parašę	parãšiusi	parãšiusios
Gen	parãšiusio	parãšiusių	parãšiusios	parãšiusių
Dat	parãšiusiam	parãšiusiems	parãšiusiai	parãšiusioms
Acc	parãšiusį	parãšiusius	parãšiusią	parašiusias
Instr	parãšiusiu	parãšiusiais	parãšiusia	parãšiusiomis
Loc	parãšiusiame	parãšiusiuose	parãšiusioje	parãšiusiose

9. išmókti

	Masc. Sing.	**Masc. Pl.**	**Fem. Sing.**	**Fem. Pl.**
Nom	išmókęs	išmókę	išmókusi	išmókusios
Gen	išmókusio	išmókusių	išmókusios	išmókusių
Dat	išmókusiam	išmókusiems	išmókusiai	išmókusioms
Acc	išmókusį	išmókusius	išmókusią	išmókusias
Instr	išmókusiu	išmókusiais	išmókusia	išmókusiomis
Loc	išmókusiame	išmókusiuose	išmókusioje	išmókusiose

Fill In the Blank

1. girdėjusios **2.** pasiruõšusiems **3.** susitìkusiu **4.** skaĩtęs **5.** atẽjusius **6.** pakeĩčiusią **7.** ištvérusius **8.** pãsninkavęs

LEVEL 2.

Common Errors

1. Apmąstýkite ***praẽjusios** saváitės pãstangas surãsti naujũ besìdominčiųjų. **2.** Ar galėčiau pasidalínti mãn ***padėjusia** ištrauka? **3.** Jũsų vaidmuõ yrà padéti ***pasiruõšusiems** žmonéms keĩstis. **4. *Pérskaitęs ir apmąstęs** Mormòno Knỹgos žìnią, kiekvíenas tùri meĩstis. **5.** Bìblijoje, mẽs skaĩtome ***praẽjusių** pranašũ žodžiùs. **6.** Žmónės tùri liáutis ***ẽję įsisenėjusiais** netiñkamo eĩgesio keliaĩs.

Error Correction

1. Grįžkite priẽ **praẽjusios** pamokõs, kàd aiškiaũ išdéstytumėte doktrìną. **2.** Paláiminkˇ mũsų **lìkusią** dienõs dãlį. **3.** Mókykite evangèlijos prìncipų **padėjusių** jùms ãsmeniškai**. 4.** Jézus Krìstus atẽjo atléisti **nusidėjusiems** žmonéms. **5.** Àš nóriu nuvỹkti į̃ šventỹklą, kàd galėčiau krìkštytis ùž sàvo **mìrusius** prótėvius.

Scripture Activity

	Participle	**Noun**	**Singular/Plural**	**Case**	**Gender**
1 Nèfio 4:27	bùvusius	brólius	plural	accusative	masculine
1 Nèfio 11:34	susiriñkusiais	miniàs	plural	accusative	masculine

2 Nèfio 2:22–23	prasižeñgęs	Adõmas	singular	nominative	masculine
	nupúolęs	Adõmas	singular	nominative	masculine
	pasilìkęs	Adõmas	singular	nominative	masculine
	pasilìkę	taĩ	plural	nominative	masculine
	pasilìkę	taĩ	plural	nominative	masculine
	neturéję	taĩ	plural	nominative	masculine
	turéję	jiẽ	plural	nominative	masculine
	pasilìkę	jiẽ	plural	nominative	masculine
Álmos 10:1,3	bùvusiems	žmonéms	plural	dative	masculine
	atẽjusio	Lèhio	singular	genitive	masculine
Moròmio 6:2	sudùžusią	širdimì	singular	instrumental	feminine

LEVEL 3.

Translation

1. Ar̃ jũs ẽsate kalbéję̧s (kalbéjusi) sù misioniẽriais? **2.** Àš nesù tarnãvę̧s (tarnãvusi) Kaunè. **3.** Paruõšę sàvo besìdomintjjį krìkštui, misioniẽriai suorganizãvo prograãmą. **4.** Mókykite doktrìnų labiáusiai susìjusių sù besìdominčiojo póreikiais. **5.** Mẽs svéikiname vìsùs svečiùs atẽjusius ĩ sàvo susiriñkímą. **6.** Misioniẽriai turétų padéti naujaĩ atsivertusiesiems, anksčiaũ priklaũsiusiems kitám tikéjimui, jaũstis patogiaĩ bažnýčioje. **7.** Àš esù liùdijęs (liùdijusi) apiẽ Mormòno Knygą daũg kar̃tų.

Identify

1. gyvẽnančiais: gyvénti—masculine, plural, instrumental present active participle

įveĩkusiais: įveĩkti—masculine, plural, instrumental past active participle

2. padidéję̧s: padidéti—masculine, singular, nominative past active participle

atvéręs: atveř sti—masculine, singular, nominative past active participle

3. gãvusios: gáuti—feminine, plural, nominative past active participle

susituõkusios: susituõkti—feminine, plural, nominative past active participle

užantspaudúotos: užantspaudúoti—feminine, plural, nominative past passive participle

sutuoktos: sutuõkti—feminine, plural, nominative past passive participle

4. lañkomų: lankýti—masculine, plural, genitive, present passive participle

atsiveř tusieji: atsiveř sti—masculine, plural, nominative, past active participle, definitive adjective

5. iškìlusius: iškìlti—masculine, plural, accusative, past active participle

Present Passive Participle

LEVEL 1.

Formation

	Verb	Masc. Singular	Fem. Singular		Verb	Masc. Plural	Fem. Plural
1.	matýti	mãtomas	mãtoma	9.	myléti	mylimì	mýlimos
2.	važiúoti	važiúojamas	važiúojama	10.	stovéti	stovimì	stovimõs
3.	váikščioti	vaikščiojamas	váikščiojama	11.	patvìrtinti	patvìrtinami	patvìrtinamos
4.	válgyti	válgomas	válgoma	12.	atstováuti	atstováujami	atstováujamos

5. žiūréti	žiūrimas	žiūrimà	13. atsistóti	atsistójami	atsistójamos
6. kalbéti	kalbamas	kalbamà	14. parašýti	prãšomi	parãšomos
7. tarnáuti	tarnáujamas	tarnáujama	15. dúoti	duodamì	dúodamos
8. mókyti	mókomas	mókoma	16. žyméti	žymimì	žỹmimos

LEVEL 2.

Common Errors

1. Paláimink, kàd mẽs bũtume dvãsios ***vedamì(os)**. **2.** Prãšome tavęs padéti mũsų ***mókomiems** besìdomintiesiems. **3.** Ánglų kalbõs kùrsai bùs ***pravedamì** bažnýčioje. **4.** Mormòno Knygà yrà ***nemokamà** knygà. **5.** Mãno ***mylimì** bróliai ir sẽserys . . .

Error Correction

1. Šiẽ paláiminimai **prieĩnami** dabař ir amžinýbėje. **2.** Šiõs dóvanos **gáunamos** Diẽvo valià peř maĩdą, tikėjimą beĩ dárbus. **3.** Žmónės, kuriẽ įsiklaũso į̃ Krìstaus šviẽsą yrà **atvedamì** priẽ Jézaus Krìstaus Evangèlijos. **4.** Troškìmas bũti Viẽšpaties **vedamám** yrà stiprýbė. **5.** Mẽs nórime padéti Diẽvo **ruošiamíems** žmonéms ateĩti pàs Jį̃. **6.** Šventosè šventỹklose **výkdomos** šventõs apeigõs ir **sudãromos** sándoros. **7.** Kaĩ dárbas yrà **matúojamas**, jõ kokýbė geréja. Õ kaĩ dárbas yrà **matúojamas** ir ùž jį̃ **atsiskaĩtoma**, jìs geréja sparčiaũ.“ —*Prezidentas Tòmas S. Mònsonas*

LEVEL 3.

Translation

1. Jézus Krìstus yrà sàvo Tévo mýlimas. **2.** Mormòno Knygà yrà išverčiamà į̃ daũgelį kalbų̃. **3.** Evangèlija yrà skelbamà visóms tautóms, giminéms, kalbóms, ir liaudims. **4.** Tikėjimas yrà mãtomas mũsų besìdominčiųjų gyvẽnimuose. **5.** Kaũnas bùvo žìnoma Lietuvõs sóstine. **6.** Misioniẽriai, kuriẽ sténgiasi kasdiẽn ruõštis ir reguliariaĩ tobuléti, bùs vedamì Šventósios Dvãsios ir matỹs paláiminimus sàvo gyvẽnime.

Scripture Activity

1. verse 3: ***atmetamì***—plural, masculine, nominative **2.** verse 3: ***ištrinamì***—plural, masculine, nominative **3.** verse 3: ***priskaičiúojami***—plural, masculine, nominative **4.** verse 5: ***prieĩnamas***—singular, masculine, nominative **5.** verse 5: ***atimamà***—neuter **6.** verse 7: ***vadìnamas***—singular, masculine, nominative

Present Active Participle

LEVEL 1.

Conjugation

Verb	Masculine Singular	Feminine Singular	Verb	Masculine Plural	Feminine Plural
		Nominative			
plepéti	plepàntis	plepànti	myléti	mýlintys	mýlinčios
važiúoti	važiúojantis	važiúojanti	stovéti	stóvintys	stóvinčios
		Genitive			
váikščioti	váikščiojančio	váikščiojančios	patvìrtinti	patvìrtinančių	patvìrtinančių
válgyti	válgančio	válgančios	atstováuti	atstováujančių	atstováujančių

Dative					
žiūréti kalbéti	žiūrinčiam kalbančiam	žiūrinčiai kalbančiai	atsistóti parašýti	atsistójantiems parašàntiems	atsistójančioms parašànčioms
Accusative					
tarnáuti mókyti	tarnáujantį mókantį	tarnáujančią mókančią	dúoti žyméti	dúodančius žỹminčius	dúodančias žỹminčias
Instrumental					
šókti miegóti	šókančiu miegòjančiu	šókančia miegòjančia	aptarti išmókti	aptàriančiais išmókančiais	aptàriančiomis išmókančiomis
Locative					
dainúoti matýti	dainúojančiame mãtančiame	dainúojančioje mãtančioje	pabandýti atsiprašýti	pabandànčiouse atsiprašànčiuose	pabandànčiose atsiprašànčiose

Matching

1. pranašáujantis prãnašas **2.** atitikančiu būdù **3.** įtìkinanti Diẽvo galià **4.** paklùstantiems žmonéms **5.** tùrinčio asmeñs **6.** kalbančios móterys **7.** ẽsančius kláusimus **8.** ateĩnančią saváitę **9.** dìrbančiu misioniẽriumi **10.** pasitáikančiose situãcijose **11.** mãnančių žmoniũ **12.** gelbstinčios apeigõs

Conjugation

Infinitive Verb	Masc. Sing.	Fem. Sing.	Infinitive Verb	Masc. Pl.	Fem. Pl.
1. noréti ***(locative)***	nórinčiame	nórinčioje	2. sakýti ***(genitive)***	sãkančių	sãkančių
3. galvóti ***(genitive)***	galvójančio	galvójančios	4. ieškóti ***(nominative)***	íeškantys	íeškančios
5. skambéti ***(instrumental)***	skam̃bančiu	skam̃bančia	6. naudóti ***(dative)***	naudójantiems	naudójančioms
7. išeĩti ***(nominative)***	išeĩnantis	išeĩnanti	8. dúoti ***(locative)***	dúodančiuose	dúodančiose
9. bandýti ***(dative)***	bañdančiam	bañdančiai	10. noréti ***(accusative)***	nórinčius	nórinčias
11. jaũsti ***(accusative)***	jaũčiantį	jaũčiančią	12. darýti ***(instrumental)***	dãrančiais	dãrančiomis

LEVEL 2.

Common Errors

1. Asmuõ ***tùrintis** Melchizedèko kunigỹstę gãli dúoti kunigỹstės paláiminimą. **2**. Mẽs visì nórime žengtì keliù, ***vẽdančiu** į ámžinąjį gyvẽnimą. **3**. Blõgą ***galvójantis** žmogùs neturẽs dvãsios sù savimì. **4**. Mũsų ***mýlintis** Dañgiškasis Tévas visadà kalba pranašáms. **5**. Tìk výrai ***tùrintys** Diẽvo įgaliójimą gãli krìkštyti Jõ vardù. **6**. Draugè ***gyvẽnančios** põros tùri arbà gyvénti atskiraĩ arbà susituõkti jéigu nóri pasikrìkštyti. **7**. Mormòno Knygà tùri ***gýdančią** gãlią pamaitìnti alkstančias pasáulio dvasiàs.

Error Correction

1. Jézus Krìstus pàėmė pasáulio skausmùs, **slėgiančiùs** žmoniũ vaikùs. **2.** Mẽs stropiaũ dìrbsime **ateĩnančią** saváitę. **3.** Mormòno Knygà teĩkia žmonéms gausýbę Bìbliją **rẽmiančių** doktrìnų. **4.** Bažnýčioje **lañkantys** besidõmintieji jaũs Diẽvo dvãsią kẽliančią itaką. **5.** Diẽvas vès jùs pàs žmónes, **nórinčius** priimti evangèliją.

6. Diẽvas visadà padẽs strõpiai **dìrbančiam** misioniẽriui. **7.** Kaĩ tùrite tìkrąją méilę, jũs matýsite kitùs žmónes kaĩp Diẽvo vaikùs, **tùrinčius** begalìnį potenciãlą.

LEVEL 3.

Fill In the Blank

1. ateĩnančiame **2.** nesibaìgančią **3.** dìrbančiu **4.** suteĩkiantis **5.** mýlinčių **6.** gelbstinčiòs **7.** nètikinčius

Present Tense Gerund (page 220)

LEVEL 1.

Formation

1. plẽpant **2.** važiúojant **3.** váikštant **4.** válgant **5.** žiũrint **6.** kaĩbant **7.** tarnáujant **8.** mókant **9.** šókant **10.** miẽgant **11.** dainúojant **12.** mãtant **13.** mýlint **14.** stóvint **15.** patvìrtinant **16.** atstováujant **17.** atsistójant **18.** parãšant **19.** dúodant **20.** bũnant **21.** àptariant **22.** išmókant **23.** pabañdant **24.** atsiprãšant

Scripture Activity

Scripture	Subject 1	Action(s) 1	Subject 2	Action(s) 2
Aštuoniũ Liùdytojų Liùdijimas	Mẽs	nemelúoti	Diẽvas	liùdyti
1 Nèfio 1:6	Jìs	meĩstis	stuĩpas	atsiràsti
Mòzijo 15:24	kuriẽ	numiĩrti	Krìstus	ateĩti
Álmos 32:4	Álma	mókyti iĩr kalbéti	minià	ateĩti
D&S 101:54	sargýbinis	pamatýti	jìs	bũti
Džòzefas Smìtas—Istòrija 1:57	àš	tebetarnáuti	mẽs	susituõkti

Fill In the Blank

1. mókant **2.** besìdominčiajai skaĩtant **3.** misioniẽriams mókant **4.** atidãrant **5.** besìdominčiajam ruõšiantis **6.** pàdedant

LEVEL 2.

Common Errors

1. ***Gáunant** apreiškìmą žmogùs tùri bũti jautrùs dvãsiai **2**. ***Mãtant** Diẽvo paláiminimus mũsų gyvẽnime pàdeda mũms bũti dėkingèsniems. **3**. ***Kaĩbant** sù misioniẽriais àš tapaũ daũg laimingèsnis. **4**. Jėzui ***tarnáujant** žmonéms Jerùzalėje, Nèfis tarnãvo žmonéms Amèrikoje. **5**. ***Žiũrint** prõ lángą àš pamačiaũ vyresniúosius. **6**. ***Válgant** namuosè àš prisìminiau jóg mẽs tùrime užsakýti daugiaũ Mormòno Knỹgų. **7**. Karãlius Lamònis stipriaĩ jaũtė Šventósios Dvãsios įtaką, Amónui ***mókant** išgélbėjimo plãno.

Error Correction

1. **Mókant** Dovilę àš iĩr màno pórininkas jaũtėmės vienìngi. **2**. **Išeĩnant** iš bažnýčios àš pamačiaũ jóg màno autobùsas jaũ pravažiãvo. **3**. Džòzefui Smìtui meĩdžiantis, Šėtõnas pabañdė jám sustabdýti. **4**. **Rañdant** tiẽsą mũsų gyvẽnimuose padãro dìdelį skìrtumą mũsų kasdienìniuose gyvẽnimuose. **5**. **Jaũčiant** Šveñtąją Dvãsią mẽs dažniaũ dãrome gerùs pasirinkimùs. **6**. **Susitiñkant** sù misioniẽriais padãrė manè daũg laimingesniù iĩr pozityvesniù. **7**. **Kaĩbant** sù Bróliu Kazláusku àš suprataũ jóg jám yrà reikalìnga mũsų pagálba. **8**. **Vadováujant** misioniẽriams àš pradėjaũ geriaũ supràsti mũsų Gélbėtoją.

Multiple Choice

1. A **2.** C **3.** B **4.** B **5.** A **6.** D

LEVEL 3.

Translation

1. Bũnant bažnýčioje àš jaučiúosi árčiau Dañgiškojo Tévo. **2.** Krìstus atléido kitíems, jíems nukryžiúojant jį̃. **3**. Tiẽsą sãkant, àš nežinaũ atsãkymo į̃ jûsų kláusimą. **4**. Jùms ją̃ skãtinant, Jurgità pakviẽs draugùs susitìkti sù misioniẽriais. **5.** Mán skaĩtant šią eilùtę, atkreĩpkite dẽmesį į̃ kaĩp jũs jaũčiatės. **6.** Diẽvas pàdeda táu besilaĩkant įsãkymų. **7.** Priẽš mùms išeĩnant, ar̃ galétume meĩstis? **8**. Pàdedant kitíems àš stipriaũ jaučiù Gélbėtojo méilę. **9**. Stãtant mûsų sántykius sù Dañgiškuoju Tévu mẽs tùrime daũg meĩstis.

Past Tense Gerund (page 225)

LEVEL 1.

Formation

	Verb	Past Tense Gerund		Verb	Past Tense Gerund
1.	nèšti	nèšus	13.	padarýti	padãrius
2.	važiúoti	važiãvus	14.	suteĩkti	suteĩkus
3.	pažìnti	pažìnus	15.	patvìrtinti	patvìrtinus
4.	sužinóti	sužinójus	16.	atstováuti	atstovãvus
5.	pažiūréti	pažiūréjus	17.	skaitýti	skaĩčius
6.	kalbéti	kalbéjus	18.	parašýti	parãšius
7.	tarnáuti	tarnãvus	19.	dúoti	dãvus
8.	mókyti	mokiùs	20.	bûti	bùvus
9.	turéti	turéjus	21.	aptar̃ti	aptãrus
10.	matýti	mačiùs	22.	išmókti	išmókius
11.	girdéti	girdéjus	23.	pabandýti	pabañdžius
12.	pasakýti	pasãkius	24.	gáuti	gãvus

Scripture Activity

Scripture	Subject 1	Action(s) 1	Subject 2	Action(s) 2
1 Nèfio 7:16	Nèfis (Nèfiui)	pasakýti (pasãkius)	Nèfio bróliai (jiẽ)	supỹkti (supỹko)
Mòzijo 3:3	Jiẽ (jíems)	ištar̃ti (ištãrus)	Dvasià	ateĩti (atẽjo)
Álmos 12:19	Álma (Álmai)	baĩgti (baĩgus)	žmónės	pradéti (pradėjo)
Álmos 22:1	Aarònis (jám)	išvỹkti (išvỹkus)	Dvasià	nuvèsti (nùvedė)
Álmos 52:31	Lamanìtai (Lamanìtams)	nespéti (nespėjus)	jiẽ (Lamanìtai)	bûti (bùvo)
Moròmio 7:26	Krìstus (jám)	ateĩti (atẽjus)	žmónės	bûti (bùvo)

Fill In the Blank

1. studijãvus **2.** pasimeĩdus **3.** pérskaičius **4.** Seserìms **5.** susitìkus **6.** atvỹkus **7.** visì apãštalai

LEVEL 2.

Common Errors

1. Žmónės mãnė, kàd ***vándeniui** baseinė sujudėjus, pirmàsis ţ jã įlìpęs žmogùs pagỹs. **2.** Berniùkui ***atẽjus**, piktóji dvasià prìvertė jį pùlti añt žẽmės ir baĩsiai blaškýtis. **3.** Marìjai nebùvo lengvà keliáuti i Betliẽjų, nès ***netrùkus** turéjo gìmti jõs vaikẽlis. **4.** Bažnýčiai išléidus naujàs šiõs sèrijos knygàs, ***jũs** gãlite naudóti jàs mókyti bažnýčioje. **5. *Praẽjus** diẽnai, naũjas prãnašas išsãkė dù kvietimùs. **6. *Mãtęs** Diẽvą ir Jézų Krìstų, ***Džòzefas** kalbéjo sù sàvo mótina apiẽ sàvo vìziją. **7.** Apãštalams ***mìrus**, tikróji evangèlija pradéjo keĩstis..

Error Correction

1. Gimnãzijai pasibaĩgus, sù sàvo grupè, “Hunter’s Croonaders”, Prezideñtas Hòvardas V. Hùnteris grójo Rãmiojo vandenýno kruizė. **2.** Diẽvui sugrąžìnus tìkrąją evangėliją, pasualis **gãli** vẽl džiaũgtis tiesà. **3.** Adõmui ir lẽvai **paragãvus** ùždraustojo vaĩsiaus, Diẽvas turéjo išvýti juõs ìš Èdeno Sõdo. **4.** Jùms mãčius **dìdelę, šlovìngą vìziją** ìš Diẽvo, kàs pasikeĩstų jũsų gyvẽnime? **5.** Mártinui Harisuì prarãdus šiñtas šešióliką pùslapių, Džòzefas Smìtas **jaũtė,** kàd jìs yrà Diẽvo àtmetamas. **6.** Džòzefui Smituì ir Haìrumui Smituì **mìrus**, Brìgamas Jangàs sù dvilika apãštalų kvòrumu pradéjo vèsti bažnýčiai. **7.** Vyresniájam Hansenuì ištikimaĩ tarnãvus mìsiją, ir **sugrĮžus** nãmo, Šėtõnas labaĩ norėjo jám pakliudýti.

LEVEL 3.

Translation

1. Besìdominčiajam atvỹkus ţ bažnýčią, misioniẽriai jį pasvéikino. **2.** Misioniẽriai keliáuja ţ Líetuvą, praléidus devýnias saváites Misioniẽrių Ruõšimo Centrè. **3.** Jézui pasikrìkštijus, Jõ tarnỹstė prasidėjo. **4.** Sẽseriai Džònson baĩgus gróti gíesmę, Prezideñtas Skliùtas atsistójo ir pradéjo sakrameñto susirinkìmą. **5.** Ménesiui pasibaĩgus, mũsų besìdominčiajam reikẽs susiràsti kìtą dárbą. **6.** Ir dabar bùvo taĩp, jóg Amulèkui ištãrus šiuõs žiódžius, žmónės šaũkė priẽš jį. (Álmos 10:28)

Review: Narrating

Error Correction

Põ šiñtmečius trùkusios dvãsinės tamsýbės, tiesõs ***íeškantys** výrai ir móterys ẽmė protestúoti priẽš tuometìnę relìginę prãktiką. Jiẽ suvókė, jóg daugumà doktrìnų beĩ Evangèlijos apeigũ bùvo **pàkeistos** ar **pràrastos**. Jiẽ ieškójo ryškèsnės dvãsinės šviẽsos, daũg kàs kalbéjo apiẽ būtinýbę sugrąžìnti tiẽsą. Tačiaũ jiẽ **nesiskélbė** Diẽvo **pašauktaĩs** pranašaĩs. Jiẽ tìk **sténgėsi** reformúoti, jų mãnymu, **pàkeistus** ar **iškraipýtus** mókymus ir prãktikas. Dẽl jų pastangũ bùvo **įkurtà** daũg protestántiškų bažnýčių. Šiõs reformãcijos rezultãtas bùvo **padidéjęs** relìginės láisvės akcentãvimas, **atvéręs** kẽlią galutìniam sugrąžìnimui.

Error Correction

Kaĩ vertì atsiveřtusieji **pakrìkštijami**, jiẽ **patvìrtinami** Bažnýčios nariaĩs ir jíems **suteikiamà** Šventósios Dvãsios dovanà. Šìs patvìrtinimas įvỹksta **vadováujant výskupui** arbà skỹriaus prezideñtui sakrameñto susiriñkime **netrùkus** põ krìkšto. Nórs šiàs ãpeigas šíek tiẽk skìria laĩkas, patvìrtinimas papìldo ir užbaĩgia krìkštą

Error Correction

Taĩp prasidėjo pranašų Evangèlijos laikótarpiai, **kuriẽ** sudãro **dìdžiąją dãlį** rašýtinės Sẽnojo Testameñto istòrijos. Dañgiškasis Tévas apréiškė Sàvo Evangèliją tiesiógiai **bendráudamas** sù pranašaĩs, tokiaĩs kaĩp Nõjus, Abraõmas ir Mõzė, **kuriẽ** mókė **žmónes**. Diẽvas **kiekvíeną prãnašą** pàšaukė pradéti naũją Evangèlijos laikótarpį, **kuriamè** bùvo **sugrąžinta** kunigỹstė. Kiekvienám ìš šių pranašų Diẽvas sùteikė kunigỹstės įgaliójimą ir apréiškė **amžinąsias tiesàs**. Dejà, kiekvienamè Evangèlijos laikótarpyje žmónės

galiáusiai pasinaudódavo sàvo laisvà valià neteisìngai, **riñkdamiesi** nepriimẽti Evangèlijos ĩr **atsimesdamì**.

Translation

1. Būdamas misioniẽrium, jūs gãlite gáuti apreiškìmą ùž sàvo besìdominčiuosius. **2.** Nuolankùmui príešinga savýbė yrà išdidùmas, kurìs Rãštuose yrà smeřkiamas. **3.** Mẽs tìkimės, kàd kiekvíenas misioniẽrius, besimókantis naujõs kalbõs, išmõks jã kíek galédamas geriaũ. **4.** Àš kiekvíeną diẽną skaitaũ Mormòno Knỹgą. **5.** Praẽjus daũgeliui mẽtų, mūsų mýlintis Dañgiškasis Tévas vẽl atkū́rė sàvo Evangèliją žẽmėje. **6.** Stebékite, kaĩp jūsų jausmaĩ keĩčiasi laĩkui bégant. **7.** Nès ikì šiõl, keliáujant týruose, Viẽšpats neléido mùms kùrti daũg ugniẽs. **8.** Kaĩ žmónės laĩkosi įsãkymų, aũgs jū̃ liùdijimas apiẽ Evangèliją dẽl tõ kàd jiẽ tùri sudùžusią šìrdį ĩr atgailáujančią dvãsią. **9.** Kunigỹstės įgaliójimas bùvo atkùrtas 1829 mẽtais. **10.** Misioniẽriai turétų ieškóti žmoniū̃ nórinčių sužinóti tiẽsą. **11.** Võkas padúodamas vyskupìjos nãriui. **12.** Jùms dìrbant ĩr mókant, galià ĩr įgaliójimas tùri bū̃ti akivaĩzdūs. **13.** Jéigu jì meĭsis nuoširdžiaĩ, sù tikrù ketìnimu ĩr tikédama Krìstų, jì gaũs atsãkymą. **14.** Studijúodami užsirašýkite kláusimus, į̃ kuriuõs reĩkia atsakýti. **15.** Jūs turétumėte tarnáuti dẽl tõ, kàd mýlite sàvo brólius ĩr sẽseris ĩr todẽl tìkitės, meĭdžiatės ĩr nuoširdžiaĩ trókštate mókyti juõs sugrąžìntosios Evangèlijos. **16.** Sàvo mìsijos metù, àš nóriu padéti kíek daugiaũ žmoniū̃. **17.** Dabař, mán pasãkius šiuõs žodžiùs, jiẽ vìs dár tū̃žo ĩr vìs dár tebemurmėjo. **18.** Apýgardos susirinkìmuose, gãlite pasidalìnti mintimìs, kuriõs kìlo studijúojant. **19.** Ĩr dabař štaĩ, jéi Adõmas nebū̃tų prasižeñgęs, jìs nebū̃tų nupúolęs, bèt bū̃tų pasilìkęs Èdeno sodè. **20.** Kaĩ mókote įsãkymų, bū́kite pasiruõšę dalìntis Viẽšpaties duotaĩs pažadaĩs ìš Rãštų. **21.** Tìkint Jézų Krìstų ĩr tvirtaĩ vìliantis gautì ámžinąjį gyvẽnimą, įstãtymai taḿpa kaĩp núorodos į̃ džiaugsmìngą gyvẽnimą. **22.** Mẽs visadà meĭdžiamės Diẽvui kàd būtumė vedamì Jõ. **23.** Ař mẽs egzistãvome priẽš gimdamì? **24.** Zònos konfereñcijoje pakviẽskite misionieriùs papãsakoti apiẽ Krìstaus savýbes, kuriàs jiẽ pàstebi sàvo pórininkuose ĩr kuriomìs jiẽ žãvisi. **25.** Põ sàvo krìkšto, jaučiaũsi, lýg noréčiau darýti gerà visuř ĩr visíems. **26.** Ãch! Kàd bū́čiau galéjęs išlaikýti tą pãčią dvãsią ĩr tą pàtį nuošĩrdų troškìmą sàvo širdyjè kiekvíeną gyvẽnimo akìmirką. **27.** Mókant Evangèlijos tiesū̃ Dvasià yrà būtinà, nès jì ùgdo kitū̃ tikėjimą. **28.** Atẽjus laĩkui, plokštelès bùvo pérduotos Džòzefui Smìtui. **29.** Zònos konfereñcijos reñgiamos vadováujant mìsijos prezideñtui. **30.** Víeną diẽną, visì žmónės pažiñs sandoras, kuriàs Diẽvas yrà sudãręs sù jaĩs. **31.** Visì tùrime bū̃ti pakrìkštyti panardìnimu, kàd bū̃tų atléistos mūsų núodėmės. **32.** Prãnašas yrà žmogùs pàšauktas Diẽvo, kaĭbantis Jõ vardù. **33.** Nèfis bùvo veřčiamas kalbéti sàvo bróliams pagaĭ Diẽvo žõdį. **34.** Studijúodami raštùs, ràskite eilùčių, kuriõs geriáusiai padẽs jūsų besìdomintiesiems. **35.** Kókios mãno pãreigos pàdedant kitíems atsiveřsti? **36.** Mẽs sténgiamės padéti visíems sàvo besidõmintiesiems besiruõšiantiems krìkštui. **37.** Misioniẽriai, kuriẽ sténgiasi kasdiẽn ruõštis ĩr reguliariaĩ tobuléti, bùs vedamì Šventósios Dvãsios **38.** Áugant jūsų supratìmui apiẽ Jézaus Krìstaus Apmokéjimą, aũgs ĩr jūsų troškìmas dalìntis Evangèlija. **39.** Jéigu misioniẽriai prisimiñs pamokojè vartójamus žodžiùs, jiẽ bũs geriaũ pasiruõšę kalbéti ateĩnančioje pamokojè.

Identify

Visì **gyvẽnantys** žẽmėje patìrsime fizinę miřtį, tačiaũ Jézus Krìstus į̃veikė fizinės mirtiẽs kliū́tį ùž mùs. Jám **mìrus** añt krỹžiaus, Jõ dvasià atsiskýrė nuõ kū́no. **Praẽjus** trìms dienóms, Jõ dvasià ĩr kū́nas susiviẽnijo ámžiams, kàd daugiaũ niekadà neatsiskirtų. **Įveĭkęs** miřtį, Jìs pasiródė daugýbei **tìkinčių** žmoniū̃, **léisdamas** jíems pamatýti ĩr liùdyti, kàd Jõ kū́nas yrà nemirtìngas, **padarýtas** ìš mėsõs ĩr káulų. Kū́no ĩr dvãsios susijungìmas **vadìnamas** prisikėlimù, ĩr taĩ yrà kiekvienám ìš mūsų **pažadéta** dovanà. Dẽl Jézaus Krìstaus Prisikėlìmo bū́sime **prikélti** ĩr mẽs visì, nepriklaũsomai nuõ tõ, ař šiamè gyvẽnime bùvome **dãrę** gerà ař blogà. Turésime tóbulą, nemirtìngą, **nekiñtantį** kū́ną ìš mėsõs ĩr káulų, daugiaũ **nebegrésiamą** ligū̃, skaũsmo ař mirtiẽs. Prisikėlìmas įgãlina mùs grį̃žti Diẽvo akìvaizdon, kàd būtumė **teisiamì**, tačiaũ neužtìkrina, kàd galésime gyvénti Jõ akìvaizdoje. Kàd gáutume šį̃ paláiminimą, tùrime bū̃ti apvalýti nuõ núodėmės, peř Krìstaus **neribótą** apmokéjimą.

Word	Translation	Type of Participle of Gerund	Gender	Number	Case
gyvẽnantys	living	Present Active Participle	Masculine	Plural	Nominative
mìrus	having died	Past Tense Gerund	--	--	--
praẽjus	having passed	Past Tense Gerund	--	--	--
Įveĭkęs	having overcome	Past Active Participle	Masculine	Singular	Nominative

tìkinčių	believing	Present Active Participle	Masculine	Plural	Genitive
léisdamas	allowing	SAAP	Masculine	Singular	Nominative or --
padarýtas	made	Past Passive Participle	Masculine	Singular	Nominative
vadìnamas	named	Present Passive Participle	Masculine	Singular	Nominative
pažadéta	promised	Past Passive Participle	Feminine	Singular	Nominative
prikélti	raised up	Past Passive Participle	Masculine	Plural	Nominative
dãrę	having done	Past Active Participle	Masculine	Plural	Nominative
nekiñtantį	unchanging	Present Active Participle	Masculine	Singular	Accusative
nebegrésiamą	no longer threatened	Present Passive Participle	Masculine	Singular	Accusative
teisiamì	judged	Present Passive Participle	Masculine	Plural	Nominative
neribótą	unbounded	Past Passive Participle	Masculine	Singular	Accusative

Index

Index

A

Accusative Case
- activities ... 193
- declension ... 191
- prepositions ... 147, 192
- specific time expressions ... 171, 192

Actions
- future tense verbs ... 51
- instrumental case ... 61
- intro to ... 42
- past tense verbs ... 55
- prefixes and suffixes ... 68
- present tense verbs ... 43
- review ... 75

Adjectives ... 5, 120
- activities ... 121
- comparative adjectives ... 140
- declension ... 120
- definitive ... 121
- superlative adjectives ... 143

Adverbs ... 5, 129
- activities ... 131
- comparative adverbs ... 131
- declension ... 129
- superlative adverbs ... 132

Alphabet
- activities ... 3
- consonant combinations ... 1
- diphthongs ... 2
- Pronunciation of ... 1

Answer Key ... 254

Ar vs. Jeigu ... 110

Asking Questions
- activities ... 113
- ar vs. jeigu ... 110
- koks ... 111
- paklausti vs. prašyti ... 111
- question words ... 110

B

Būti ("To Be") ... 14
- activities ... 14

C

Cases
- accusative case ... 191
- dative case ... 81
- genitive case ... 34
- instrumental case ... 61
- introduction to ... 7
- locative case ... 175
- nominative case ... 17
- vocative case ... 89

Cause ... 100
- subjunctive ... 101
- Commands ... 91

Comparative Adjectives
- activities ... 141
- declension ... 140

Comparative Adverbs ... 131

Conjugation ... 43

D

Dative Case ... 81
- activities ... 84
- impersonal constructions ... 82
- patikti ... 83
- reikėti ... 84

Days, Months, and Years
- activities ... 182
- days of the week ... 180
- expressing age ... 182
- months ... 180
- years ... 181

Days of the Week ... 180

Declension ... 8
- charts ... 9

Definitive Adjectives ... 121

Describing ... 119
- adjectives ... 120
- adverbs ... 129
- comparative adjectives ... 140
- prepositions ... 147
- review ... 151
- superlative adjectives ... 143

Direct Object ... 6

E

Emotion
- asking questions ... 109
- intro to ... 108

Expressing
- commands ... 91
- dative case ... 81
- intro to ... 80
- review ... 97
- vocative case ... 89

F

Functions
- actions intro ... 42
- cause intro ... 100
- describing intro ... 119
- describing review ... 151
- emotion intro ... 189
- expressing intro ... 80
- expressing review ... 97
- narrating intro ... 190
- narrating review ... 243
- possession intro ... 33
- quantity intro ... 155
- state of being intro ... 13

state of being review 30
time and location intro 163
time and location review 186
Future Tense Verbs 59
activities 52

G

Genitive Case 34
activities 37
prepositions 147
Grammar Terms
conjugation 5
declension 5
direct object 6
indirect object 6
infinitive verbs 6
subject 6

I

Indirect Object 6
Instrumental Case 61
activities 64
prepositions 148
Interrogatives 110

K

Koks 111
Kuris 198
activities 200
declension 199

L

Locative Case
activities 176
declension 175
time expressions 171

M

Months 180

N

Narrating
accusative case 191
intro to 190
kuris 198
past active participle 220
past passive participle 215
past tense gerund 238
present active participle 228
present passive participle 224
present tense gerund 233
reflexive verbs 208
review 243
special adverbial active participle (saap) 204
Negu and Už 131, 141
Neuter Adjectives 216, 225
Nominative Case
activities 18
pronouns 17
Nouns 4
Numbers
activities 159
declension 158
plural numbers 157

P

Participles
intro to 214
past active participle 220
past passive participle 215
past tense gerund 238
present active participle 228
present passive participle 224
present tense gerund 233
Parts of Speech
adjectives 5
adverbs 5
nouns 4
prepositions 5
pronouns 4
verbs 4
Past Active Participle
activities 221
formation of 220
Past Passive Participle
activities 217
formation of 215
neuter adjectives 216
Past Tense Gerund
activities 239
formation of 238
Past Tense Verbs 55
activities 57
Possession
genitive case 34
intro to 33
Prefixes 68
Prefixes and Suffixes
activities 71
Prepositions 16, 147
accusative case 147
activities 146
genitive case 148
instrumental case 148
Present Active Participle
activities 230
formation of 228
Present Passive Participle
activities 226
formation of 224
neuter adjectives 225
Present Tense Gerund
activities 235
formation of 233
Present Tense Verbs 43
activities 47

Pronouns 15, 21
activities..... 21
savęs 26

Q

Quantity
intro to..... 155
numbers..... 156

R

Reflexive Verbs
activities..... 211
compound reflexive verbs ... 209
conjugation 209
simple reflexive verbs..... 208

S

Savęs 26
activities..... 27
Special Adverbial Active Participle (SAAP)
activities..... 205
formation of..... 204
State of Being
function intro..... 13
review 30
Subjunctive 101
activities..... 104
kad 102
Suffixes..... 70
Superlative Adjectives
activities..... 144
declension..... 143
Superlative Adverbs..... 132

T

Telling Time..... 164
activities..... 167
half hours 165
hours and minutes..... 165
Time and Location
days, months, and years 180
intro to..... 163
locative case..... 175
review 186
telling time 164
time expressions..... 171
Time Expressions
activities..... 172
relative time expressions 171
specific time expressions 171
To Ask 111

V

Verbs 4
commands 91
future verbs.....51
infinitive verbs 6
past tense..... 55
present tense..... 43
reflexive verbs 208
subjunctive..... 101
Vocative Case..... 89
activities..... 90

Y

Years 181

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS